

UNIVERSAL
LIBRARY



133 588

UNIVERSAL
LIBRARY

THE
*Progressive Elementary
School*

A HANDBOOK FOR
PRINCIPALS, TEACHERS AND PARENTS

By

ROBERT HILL LANE

*Vice-President, Progressive Education Association, 1936-38
Assistant Superintendent of Schools, Los Angeles, California*

with

GERTRUDE M. ALLISON

*Demonstration Teacher
Sawtelle Boulevard School
Los Angeles, California*

ETHELYN BISHOP

*Assistant Supervisor
Elementary Schools
Los Angeles, California*

DOROTHY JOHNS McNARY

*Demonstration Teacher, Dayton Heights School
Los Angeles, California*

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK CHICAGO DALLAS ATLANTA SAN FRANCISCO

The Riverside Press Cambridge

COPYRIGHT, 1938

BY ROBERT HILL LANE

ALL RIGHTS RESERVED INCLUDING THE RIGHT TO REPRODUCE
THIS BOOK OR PARTS THEREOF IN ANY FORM

The Riverside Press
CAMBRIDGE MASSACHUSETTS
PRINTED IN THE U.S.A.

Foreword

LEST the reader should be under a misapprehension as to the nature of this book, it should be said that it is not intended to be an exhaustive study of the elementary school in America. There are a number of standard works available on the subject and several of them are listed in the following pages. The present work is intended to serve quite a different purpose. It is dedicated to principals, teachers, and parents who want to know something about current elementary-school practice in what, for lack of a more adequate term, we call "progressive" elementary schools. A round dozen of problems are discussed and solutions are suggested in the light of best present practice. A concluding chapter deals with the obvious virtues and defects of progressive education as it is found in our country today. Topics for discussion are found at the end of each chapter and a carefully selected bibliography affords suggestions for further reading.

It is hoped that the reader, whether a member of the teaching profession or merely a citizen interested in education, will close the book on the last chapter with a clearer and more informed point of view than when he began.

Grateful acknowledgment is made to the Visual Education Section of the Los Angeles City Schools for the illustrations used in this book; to the publishers from whose books extracts have been made; to the principal and teachers of the Fremont Avenue Elementary School in Los Angeles for encouragement and help; to the principals of several "no-failure" schools in Los Angeles for material and for loyal co-operation; and to

Miss Helen Heffernan of the State Department of Education in Sacramento for her kindly interest in our experimentation.

Last, but not least, the author wishes to express his debt of gratitude to Rose Lane whose companionship and support stimulated his flagging spirits while this book was being written.

R. H. L.

Contents

I.	A PHILOSOPHY OF EDUCATION	1
	Do we have one? Do we practice what we preach?	
II.	THE SCHOOL ORGANIZATION	18
	Are we teaching grades or helping children grow?	
III.	THE SCHOOL ENVIRONMENT	35
	Is our school a jail or a home?	
IV.	THE SCHOOL CURRICULUM	48
	Are we teaching subjects or helping children learn?	
V.	READING READINESS	68
	Shall a child learn to read when he is ready or as soon as he enters the first grade?	
VI.	“UNITS OF WORK” AND “ACTIVITIES”	78
	Are they means to ends or ends in themselves?	
VII.	DRAMATIC PLAY	103
	“The play’s the thing!” Is it?	
VIII.	BRIDGING THE GAP	118
	Is education a continuous process?	
IX.	BUILDING SOCIAL HABITS	137
	Shall we build character by admonition or through experience?	
X.	HOME CONTACTS	154
	Are parents members of our family or mere outsiders?	

xi.	THE DIFFICULT PROBLEM OF HOME REPORTS	164
	Shall they be official or friendly?	
xii.	SUPERVISION	181
	Are we organized as a military unit or as a co-operative group?	
xiii.	ASSETS AND LIABILITIES	189
	Twenty questions on progressive education and their answers.	
	A SELECTED READING LIST	i
	INDEX	vii

Illustrations

Chart Showing Areas of Experience in the Lower School	15
Chart Showing Areas of Experience in the Upper School	16
A Progressive Elementary School Plan — The Roosevelt Elementary School, Santa Monica, California	37
Home Report	177-180

- PLATE I. "Be it ever so humble, there's no place like home."
- PLATE II. "Schools should provide opportunity for children to experience democratic living."
- PLATE III. "School should be a place where children are actively pursuing their own interests."
- PLATE IV. "Somewhere in the younger groups reading will become a factor of importance."
- PLATE V. "We will teach reading when the need arises."
- PLATE VI. "It is far more fun to teach children than to teach courses of study."
- PLATE VII. "It has made all the difference in the world to a sensitive child to be with friends."
- PLATE VIII. Exterior of Roosevelt Elementary School, Santa Monica, California.
- PLATE IX. Entrance of Roosevelt Elementary School, Santa Monica, California.
- PLATE X. Classroom in Roosevelt Elementary School, Santa Monica, California.
- PLATE XI. A Work Center — Printing from Linoleum Blocks.
- PLATE XII. A Work Center — Making Models in Wood.

- PLATE XIII. A Work Center — The Science Corner.
- PLATE XIV. A Work Center — Modeling Figures in Clay.
- PLATE XV. "Are our rooms attractive?"
- PLATE XVI. "Have we ample supplies of supplemental books?"
- PLATE XVII. "Have we an ample supply of visual aids?"
- PLATE XVIII. "Do we have a small portable stage?"
- PLATE XIX. "Are they kind and helpful to one another?"
- PLATE XX. "Are they leading a happy and successful group life?"
- PLATE XXI. "Are they busily engaged in class, group, or individual activities?"
- PLATE XXII. "Do I seem to like children and like to be with them?"
- PLATE XXIII. "Some children paint at easels."
- PLATE XXIV. "Other children play with building blocks."
- PLATE XXV. A Kindergarten Playhouse under Construction.
- PLATE XXVI. The Playhouse Completed and Occupied.
- PLATE XXVII. Interest Fields — Nature and Science.
- PLATE XXVIII. Interest Fields — Adventure.
- PLATE XXIX. Interest Fields — Practical Arts.
- PLATE XXX. Interest Fields — Creative Expression.
- PLATE XXXI. "Now the seed of curiosity which had so long lain dormant began to expand."
- PLATE XXXII. "I found myself cantering before a steady breeze over an ocean of enchantment."
- PLATE XXXIII. "Carrying the Mail" — the exterior of a classroom post office.
- PLATE XXXIV. "Carrying the Mail" — the interior of the post office.
- PLATE XXXV. Unit of Work on Life in the Old South.
- PLATE XXXVI. Unit of Work on Life in the United States.
- PLATE XXXVII. Unit of Work on Life in the Tropical Forest.

PLATE XXXVIII. Unit of Work on the Vikings.

PLATE XXXIX. Dramatic Play in the Lower School — "The Farmer in the Dell."

PLATE XL. Dramatic Play in the Lower School — "Evening in the Desert."

PLATE XLI. Dramatic Play in the Upper School — "Teatime in Japan."

PLATE XLII. Dramatic Play in the Upper School — "Life in Alaska."

PLATE XLIII. Dramatic Play — The Old Lady is Sewing at Home in Solitary State.

PLATE XLIV. Dramatic Play — The Fiesta.

PLATE XLV. "This attempt to put one's self in the place of another . . ."

PLATE XLVI. "To stimulate the children to create another environment . . ."

C H A P T E R I



A Philosophy of Education

Do we have one? Do we practice what we preach?

A PHILOSOPHY of education is a severely practical thing. It is what you believe about education, thought through deliberately and systematically into a series of beliefs, into a creed, into a set of general principles which conditions everything you do in your school. If you believe that children should sit passively in their seats and listen to the teacher lecture, it is because your philosophy emphasizes that type of conduct or behavior. If the children in your school have sufficient freedom to work out their own salvation under wise guidance, it is because your philosophy is based upon certain principles which favor such freedom. "As a man thinks, so is he," and your school is merely the lengthened shadow of yourself. An intelligent person who visits your school during your absence could deduce pretty accurately the kind of person you are by watching children and teachers at work. The school is simply your philosophy translated into visible form.

It is quite true that you may have no philosophy at all. You may have merely accumulated certain "patterns" of action through reading and observation which take the place of a philosophy of education. These serve you fairly well until you meet with a situation for which you have no pattern of action. You are helpless because you have no foundation principles upon which to fall back and which could offer you a solution. Under such circumstances you are just as helpless as the school

child who has memorized certain patterns or procedures in arithmetic but fails miserably when he meets a problem which can be solved only by intelligent and original thought.

What is the underlying philosophy of the modern progressive school? In general it has been formulated by John Dewey and his followers and may be expressed in greatly simplified form somewhat as follows:

1. A prime characteristic of human beings—men and women, boys and girls—is *growth*. In our earliest years this growth is tremendously rapid. At birth the average baby has grown from a microscopic speck in less than a year to a fully formed human being weighing six pounds or more. After birth, growth goes on at a rapid pace for five years or so, slows up for a while during the elementary-school period, accelerates during the adolescent or junior-high-school age, then tapers off gradually but never entirely ceases until death puts an end to all growth.

2. The human organism is not born into a vacuum. It lives from birth onward in an *environment*—the physical world which surrounds us all and the social group of which he is a member. One may be born into a little mining town in Pennsylvania, on a desert ranch in Arizona, in the crowded lower East Side of New York City, or in a pleasant New England village. From the start, the little child finds his life conditioned in many respects by the physical world which surrounds him. He is born into a family. Father, mother, possibly brothers and sisters, take him in hand, guide his early years, teach him in many ways the age-old patterns of behavior which every child has to learn. He is not a free agent because both his immediate social group and his physical environment form his behavior and his character from the day of his birth.

3. From the beginning, life to the child is a succession of *experiences*. In a very real sense experience is the raw material out of which his life is made. He wakes, he eats and drinks, he plays, he sleeps, he cries, he smiles. As he grows older, experiences increase in number and variety, but there is not a

waking moment of his life when he is not undergoing some sort of life experience. Little by little the environment, both physical and social, controls these experiences. His safety and his success from moment to moment depend upon his ability to *adjust* and adapt his actions, his way of living, to the world in which he finds himself. He learns that hot ashes burn his toes, that sugar is sweet, that mother's smile means comfort and father's frown discomfort. He early learns that certain acts of his which are in conformity with the social life around him bring him satisfaction, and rebellion brings him annoyance and pain. As he grows older and wiser, he modifies his conduct, his behavior, the texture of his experience to the demands of his environment and finds that such modification makes life easier, more simple, and more satisfactory. This modification of conduct through experience we call *learning*.

4. As the child modifies his conduct through adaptation to his environment, he forms rather definite *patterns of behavior*. If he learns easily, his daily life is made up rather largely of such patterns which have become nearly automatic through constant repetition. He learns how to lace his shoes, how to button his coat, how to hang up his hat, how to put away his small personal belongings. Each of these acts, in its earliest form, presented a major problem to him, but by constant practice he is able to relegate each act to a purely mechanical process which involves little or no conscious thought, leaving him free for more important things.

5. As life becomes more complex to the child, he begins to face, now and then, new situations for which he can find no convenient behavior-pattern. He is confronted with a new and utterly unique situation. He has gone down town (for example) with his mother, has become separated from her in the crowd, and finds himself thrown on his own resources. This is a new experience for which he is completely unprepared. What shall he do?

Such situations have to be met by what we call, for lack of a better word, *intelligence*. We may define intelligence as *the*

ability to confront a new and unforeseen situation, devise several solutions for meeting it, select the right solution, and carry the selected plan to a successful conclusion. This small boy has been taught that policemen are his friends, he finds one at the nearest intersection, tells his name and his father's name, and is ultimately returned to his home in safety. As the child grows up into adolescence and finally into maturity, he relies less and less upon behavior-patterns and more and more upon his intelligence to solve his major life problems. As he does so, he finds that his fear of and deference to the physical and social environment are fast disappearing, he parts with many of his inhibitions and concessions and faces the world in the confidence that he can meet life successfully and happily.

6. But intelligence is not the only conditioning factor in his success or failure. It is the business of the school as well as the business of the home to equip him with those "drives" which make for success and those emotionally controlled attitudes which accompany a fine and noble spirit. Matthew Arnold has expressed this idea beautifully in his essay on Joubert:

He is the most prepossessing and convincing of witnesses to the good of loving light. Because he sincerely loved light and did not prefer to it any little darkness of his own, he found light; his eye was single, and therefore his whole body was full of light. And because he was full of light, he was also full of happiness. In spite of his infirmities, in spite of his sufferings, in spite of his obscurity, he was the happiest man alive; his life was as charming as his thoughts. For certainly it is natural that the love of light, which is already in some measure the possession of light, should irradiate and beautify the whole life of him who has it.

What do the statements given above mean when translated into progressive school practice?

1. The realization on the part of the teacher that the children are the important feature in the room and that their *growth* is the major end to be sought. In the conventional graded school this idea received little or no attention: "getting over" subject matter, completing courses of study, meeting academic

standards, satisfying the whims of principals, supervisors, and parents, and "getting ready for promotion" are the major ends desired.

2. The realization on the part of the teacher that the *environment* afforded by the classroom and the school plant in which it is located is a matter of major importance. The classroom must be a stimulating place which arouses curiosity and interest and is full of suggestion to its tenants. It must have many work-centers (of which more anon) which provide many and varied *experiences* for the children, many "interesting things to do and to do with." The entire school plant must be designed upon a functional basis to meet the interests and needs of children.

3. The realization on the part of the teacher that the curriculum is to be thought of, not as blocks of subject-matter-to-be-learned, but as a sequence of desirable life experiences. The teacher will help, directly through her own teaching and indirectly through the environment which she sets up, to form *behavior-patterns* to the end that children may live and learn easily, effectively, and successfully in their physical and social environment.

4. The realization on the part of the teacher that the children must be allowed sufficient *freedom* to allow them to meet situations and find solutions to problems. The latent *intelligence* of the children will be continuously challenged through experiences in good living and the child will be led to see how a well-trained mind copes with unique and unforeseen situations. The conventional school provides neither freedom nor challenge to intelligent action. The situations met are met by the teacher, not by the pupils. The problems solved are solved, not by the pupils, but by the teacher herself.

5. The realization on the part of the teacher that the children must not be left to flounder in making *adjustments to environment through experience*. The children need to be *helped and guided* to find the right *adjustments* or freedom will degenerate into license and eventually into anarchy. The

teacher's goal throughout will be to help build a well-integrated personality in each child.

6. The realization on the part of the teacher that society exists to serve two functions: first, to pass on the social heritage of the past, and second, to blaze new trails to future achievement. Hence, society has a right to demand certain outcomes in its agent, the school, if children are to become effective members of the social group. What are these outcomes? Are they not the following?

- (a) *Growth in good social habits* from successful living in a co-operative group. In the beginning these social habits will be of the "behavior-pattern" type. As the child grows older and intelligence replaces authority, he becomes the responsible agent for his own development and character is developed.
- (b) *Conquest of those simple, homely skills which are essential to successful group-living* both in the child and upon the adult level — the communication skills (conversation, reading, writing, spelling) and the number or mathematical skills.
- (c) *Orientation to the world in which the child lives* — the natural physical world about him and the social-economic order in which he lives and moves.
- (d) *Acquisition of as much of our American cultural heritage as children can learn on their own level* — the story of our country's growth, a knowledge of the United States at work and play today, an appreciation of the best of American poetry, prose, music, and art.
- (e) *The right of every child to develop his special talents to the fullest degree.* A long time ago the poet Gray wrote:

"Full many a gem of purest ray serene
The dark unfathom'd caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air."

One of the teacher's major jobs is to discover the hidden jewels and to see that the flowers flourish and bloom to some useful end.

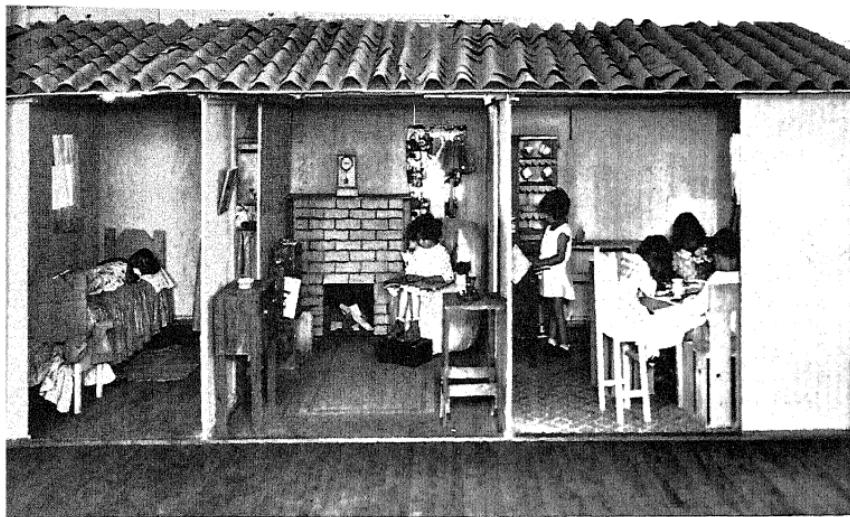
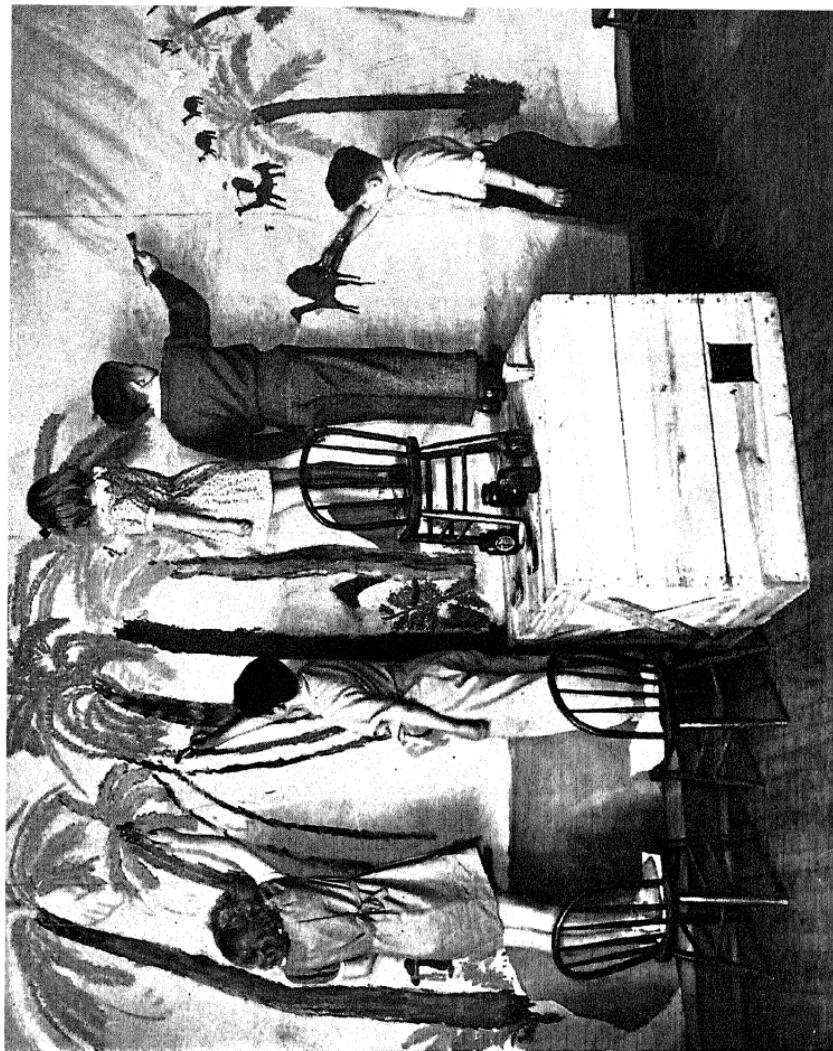


PLATE I. "Be it ever so humble, there is no place like home"



PLATE II. "Schools should provide opportunities for children to experience democratic living." (Page 8)



YATE III. "School should be a place where children are actively pursuing their own interests." (Page 8)



PLATE IV. "Somewhere in the younger groups reading will become a factor of importance." (Page 21)

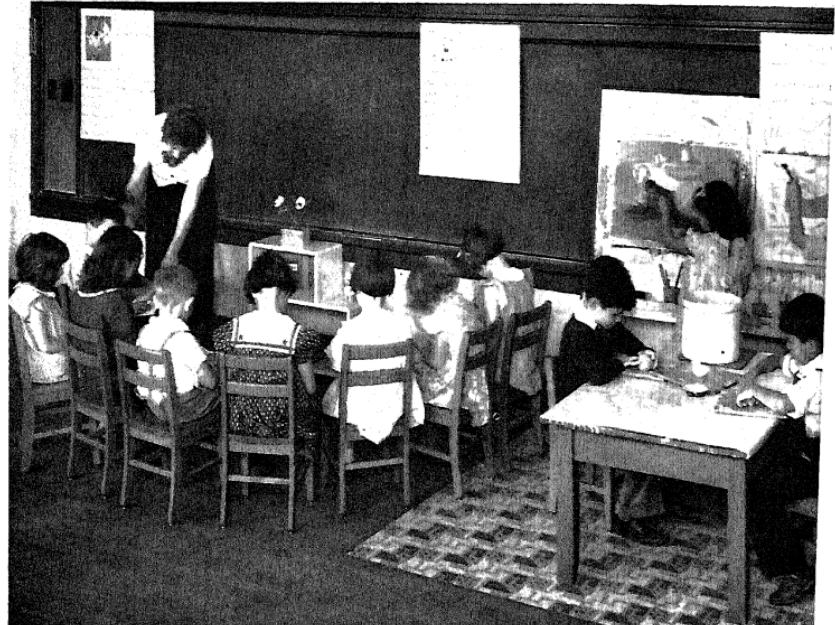


PLATE V. "We will teach reading when the need arises." (Page 22)



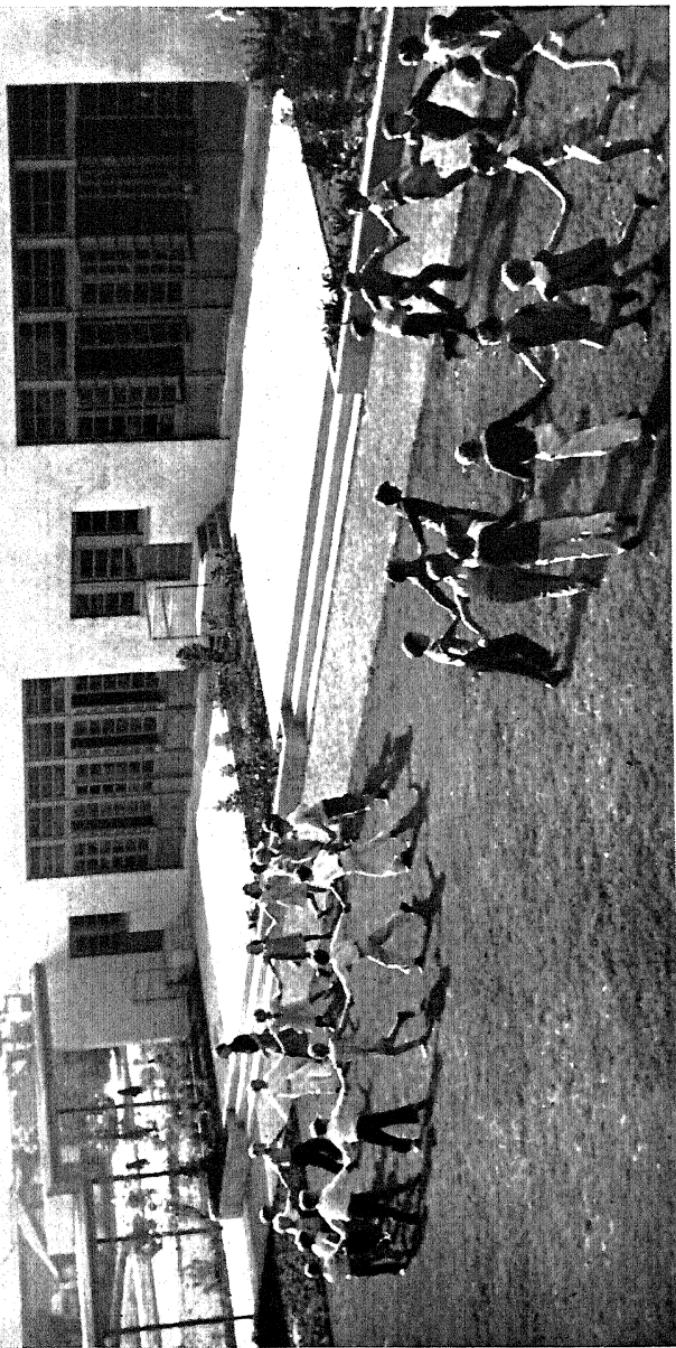
PLATE VI. "It is far more fun to teach children than to teach courses of study." (Page 28)



PLATE VII. "It has made all the difference in the world to a sensitive child to be with friends." (Page 28)

Photograph by Victor R. Haveman

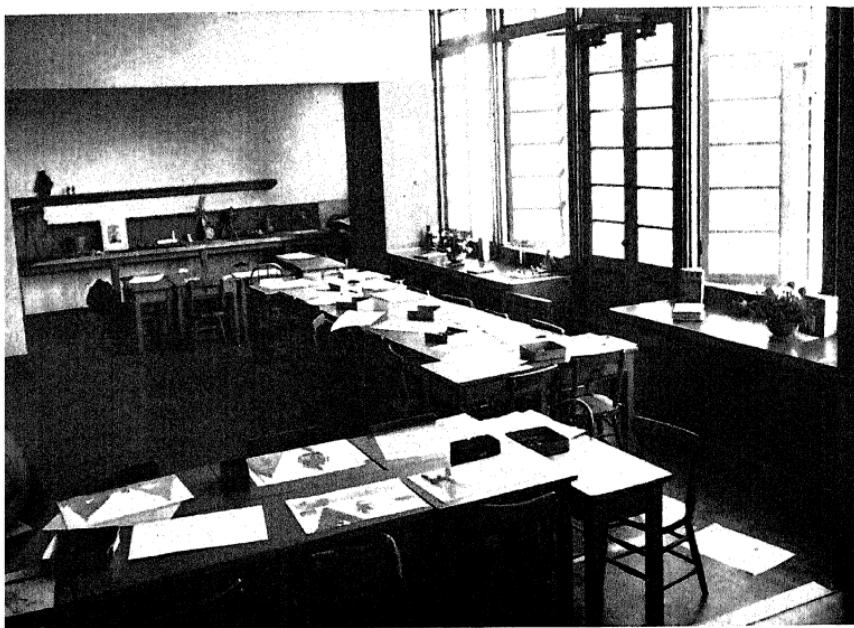
PLATE VIII. Exterior of Roosevelt Elementary School, Santa Monica, California
Marsh, Smith, and Powell. Architects





Photograph by Victor R. Haveman

PLATE IX. Entrance of Roosevelt Elementary School, Santa Monica, California
Marsh, Smith, and Powell, Architects



Photograph by Victor R. Haveman

PLATE X. Classroom, Roosevelt Elementary School, Santa Monica, California
Marsh, Smith, and Powell, Architects



PLATE XI. A Work Center — Printing from linoleum blocks



PLATE XII. A Work Center — Making models in wood

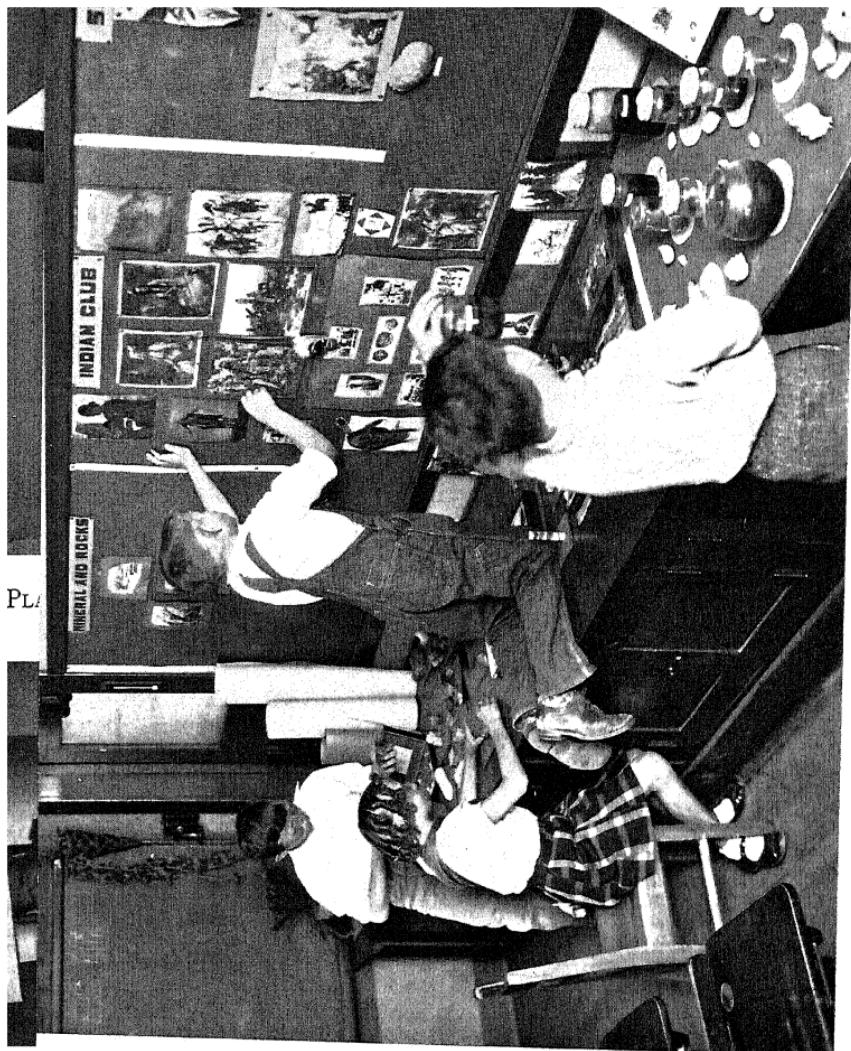


PLATE XIII. A Work Center — The science corner

The Virginia Course of Study¹ presents a very similar educational philosophy in the following statement:

(1) The American system of free public schools has been developed to assist in perpetuating, improving, and realizing democratic ideals. The entire school program should be projected to this end. The school should be democratic not only in its instructional program, but also in its organization and method.

(2) Democratic ideals can be realized only as democracy is seen to be a way of living. Consequently the school must guide pupils in the development of *types of behavior* compatible with democratic ideals.

(3) Conditions, however, are constantly changing. Material and social developments create new problems and complicate our efforts to develop a democratic way of life. Solution to problems cannot be taught as the means of realizing our social ideals. Rather, emotionalized attitudes or *general patterns of conduct* must be developed which will serve as guides in meeting new situations according to the dictates of democratic concepts.

(4) Development of emotionalized attitudes that will function in desirable ways in actual living requires that social life in its functional relationships be the primary point of orientation in the educational program; that the pupil be acquainted with social realities as well as theory; *that he be guided into more effective and extensive participation in the activities of the social group of which he is a part; that he has opportunity to engage in many lifelike activities which possess for him a maximum of meaning and purpose.*

One of our progressive educational leaders² applies her philosophy as follows:

(a) "School should be a place for actual living. Its work is not merely to supplement the life which goes on elsewhere." (This is not true of many public school classrooms, particularly in high school where children are bored and look forward to "real living" on a fairly good level in "extra-curricular activities" and on a very dubious level in many out-of-school pursuits.)

¹ "Tentative Course of Study," State Board of Education, Virginia, 1934. The italics are ours.

² Fay Adams. *The Initiation of an Activity Program into a Public School.* Columbia University Press. 1934.

(b) "School should provide opportunities for children to experience democratic living. (See Plates I and II.) Our aim in education should be to encourage children to think and judge for themselves." (The significant word here is "democratic.")

Mary's children lived an experience in democracy. At every point where Mary saw a chance for an expanding concept to take hold, she gave her children broader experiences. Just as one instinctively measures out the water for a growing plant, neither to drown or parch it, Mary led her children through experiences. The handling of these experiences held always one common element — the democratic way of living. In the most insignificant but, as such, the most fragile and telling experiences, Mary kept her head and helped children to see, in little as well as big ways, how democracy grows. No dualisms and contradictions here, but a consistency and sense of balance. Mary deplored and avoided the popular pseudo-democracy of so many classrooms. No sentimental granting of rights to settle some problem of making the furniture for the doll house, or deciding where the bulbs should be planted with an immediate teacher dictation of behavior in the halls. Mary discussed all their problems with her children and they were participants in the working out of socially acceptable solutions to their problems. No problem was so petty that Mary could dictate a ready made response to it; neither was any problem so large that she felt she must settle it alone. The essence of democracy lay in the attitudes in her classroom.^x

(c) "School should be a place where children are actively pursuing their own interests and growing in new interests. (See Plate III.) The school environment must be right in opportunities for individual and group purposing of a worthwhile nature."

What are the major differences between "conventional" and "progressive" schools?

1. A Difference in Purpose.

The conventional school stresses preparation for adult life; the informal school, good living at the present moment. The

^x Alice Keliher, "Mary Browne, Teacher," in *Progressive Education*, May, 1935.

good living desired is not reached in an artificial world incredibly remote from the outside world into which the child goes at three o'clock. It keeps closely in touch with it and attempts to develop those knowledges, informations, habits, skills, attitudes, and appreciations which are equally useful in child life and adult life. Perhaps it may be well to state here the aim of education as viewed by the informal school.

The aim of education is to develop "the good life" through experiences which reflect the interests, needs, and capacities of the persons to be educated.

2. A Difference in the School Plant.

The informal school holds that an elaborate, expensive school plant is unnecessary. It holds that the essentials are: ample floor space in the classroom, simple, movable furniture, adequate storage space for books and other materials, a general shop or workroom, a large yard, a garden, a place for assembly, a lunch room and abundant light and air. Elaborate administrative offices are considered unnecessary. Everything in and about the building should be for use and not for show. In the literal sense of the word the architecture of the building should be "functional."

3. A Difference in Point of View Toward Curriculum.

The conventional school looks upon subject matter — textbooks, lessons, recitations — as the backbone of the curriculum. The informal school looks upon the curriculum as a sequence of the desirable experiences through which children go in school. Subject matter is used primarily as source-material to interpret, illuminate, and enlarge the experiences.

4. A Difference in Emphasis on School Subjects.

The point of view expressed toward elementary-school subjects on the part of the conventional school is illustrated by the code of one of our states which regards twelve subjects — reading, writing, spelling, language study, arithmetic, geog-

raphy, history, civics, music, art, healthful living, morals and manners, "and such other studies not exceeding three" — as all of equal worth. The informal school, which is consecrated to the primary purpose of developing "the good life," places the emphasis upon those subjects which deal directly with fine living — the social studies, science, the language arts, and creative arts.

5. A Difference in Daily Program.

The time-table of the traditional school is a lengthy, itemized, meticulous affair which finds a place for each subject each day at a fixed time. It is rigid and unyielding. The time-table of the informal school is a simple, flexible affair which gives the teacher the utmost freedom compatible with good sense. It deals with areas of experience rather than with school subjects.

6. A Difference in Method.

The traditional school depends upon assignment and recitation, emphasizes knowledge, and looks upon all items of information as of equal value. The informal school organizes the experiences of children into "large units of work" which cut clear across conventional subject-matter boundaries.

7. A Difference in Attitude.

In the traditional school the children are passive participants because the teacher is wholly responsible for what goes on in the room. The test of conduct is to sit quietly. The test of scholarship is to return to the teacher as much of the information supplied by her to the children as little damaged as possible. In the informal school the children are active participants. The show is their show. In their conference periods they help to plan the day's work. They accept responsibility for much of its direction. They are taught through group discussion to plan, judge, criticize, argue, evaluate. They develop initiative. They develop self-

control. Since their class, group, and individual activities bring them into constant contact and not infrequent collision with each other, they learn to give and take, to be patient, to be courteous, to be generous, to be open-minded. Since all that they do is motivated, they come to respect learning, to respect good behavior, to respect ideals.

Let us summarize this chapter. The reader is asked not to be bored by the constant repetition of the sentence, "The child's day should be a succession of desirable experiences," as the point is vital. A hint is given also of the application of our philosophy to the teacher's program and to the unit of work technique. These two points will be developed more fully in succeeding chapters.

A philosophy of education must be "functional"; that is, it must serve a purpose, it must be usable, it must "perform a function." To be truly functional, our philosophy must answer needs. It will be the resultant of the claims of the two great groups of individuals which the schools must serve and satisfy.

I. The Needs and Interests of Children

1. The prime characteristic of children as of all human organisms is their *capacity for growth*. The starting point, then, of a modern philosophy of education is found in the growth of children. There are many kinds of growth, but we are sure of at least four major types: (a) physical growth, (b) intellectual growth, (c) social growth, (d) emotional growth.
2. Children grow in an environment — a physical world and a social world; that is, in a definite place, and in a family group. This environment conditions and molds the child's behavior.
3. The growing child in his environment lives through *experience*. An experience is something one does, something enjoyed, something suffered, something shared. The child

does something through experience and in turn the experience does something to the child.

4. Early in life the child *adjusts and adapts* his behavior to his environment because certain experiences bring happiness, security, and satisfaction and other experiences bring misery, insecurity, and dissatisfaction. He *modifies his conduct*. He *learns*.

5. Certain types of child behavior crystallize into *behavior-patterns*. Some of these are formed through experience, others are imposed from without.

6. As the child grows he learns to substitute intelligent action in place of behavior-patterns. He meets new situations, uses his *intelligence* to devise possible solutions and selects the one likely to be successful.

7. He learns to control his emotional life which furnishes the *drives* which motivate his conduct.

Our key words are Growth, Environment, Experience, Learning, Behavior-Patterns, Intelligence, Drives.

Translating these into practical terms:

(a) The teacher's major aim should be to secure the *maximum growth* of her children in all ways in which children may grow.

(b) The teacher must set up in her school an *environment* which makes maximum growth possible.

(c) The teacher must provide *experiences* through which her children may grow.

(d) She must help her children modify their conduct — she must help her children to *learn* through experience.

(e) She must help some learnings to crystallize into desirable *behavior-patterns*.

(f) She must help children to develop their *intelligence* through allowing them freedom to meet situations, locate problems, and find their solution.

(g) She must guide the emotional life of her children and cultivate *drives* which lead to effective action.

II. The Needs and Interests of Society

Society, the adult world of fathers and mothers, citizens in general, and "taxpayers" have a right to expect certain outcomes of public education. Parents contribute their children to the schools, the citizens pay the bills.

In general, society expects five things from our schools:

1. *Growth in Good Social Habits* — that children may be guided toward becoming self-reliant, dependable, courteous, kindly, considerate, helpful. Each school needs to formulate a list of the social habits which need particular emphasis in that particular school and community setting.
2. *Growth in Fundamental Skills* — reading, writing, simple number, spelling, physical co-ordination, emotional control.
3. *Orientation* — knowledge of, and genuine intelligent appreciation of the community life in which the child finds his social setting.
4. *Acquisition of Our Cultural American Heritage* — learning about and appreciating our national history, our country as it is today, our native music, art, literature, and culture patterns.
5. *Development of the Abilities and Capacities of Each Child* — that each child shall have his chance to make the most of any special talent or ability with which he is endowed.

There need be no conflict between the needs and interests of children, on the one hand, and of society on the other. In general, society provides the *materials* of learning while the interests and needs of children indicate the *method* of learning.

III. Our Philosophy and the Curriculum

1. We have said that the child's day should be a sequence of desirable experiences leading to maximum growth — physical, intellectual, social, emotional.
2. These experiences should be both many and varied. They should be drawn from those areas of experience in which

children are interested and which satisfy their needs. The following areas are suggested as sources of experience:

A. The Lower School
Dramatic Play
Nature Study
The Language Arts
Creative Expression
Construction
Skills

B. The Upper School
The Social Studies
Science
The Language Arts
Creative Expression
The Practical Arts
Skills

3. The teacher's daily or weekly program should provide for experiences from each of the fields indicated in order to secure a balanced control of the learnings of the children. The teacher's program should not be expressed in terms of hours or minutes, but in terms of the areas of experience from which she is selecting her curriculum.

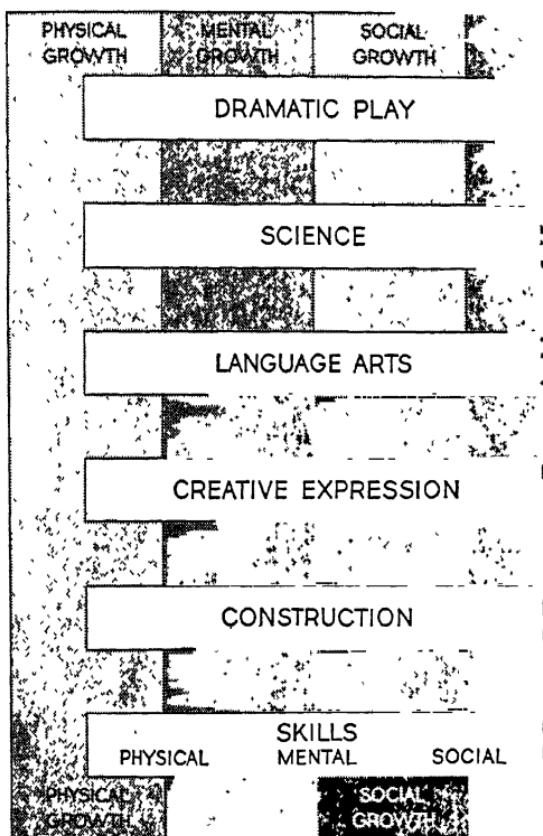
IV. Our Philosophy and the Unit of Work Program

The day's work should be a succession of desirable experiences. If one experience becomes of major importance for a while, it will be necessary for the teacher to plan her control of that experience in detail. Such a plan we call a *unit of work*.

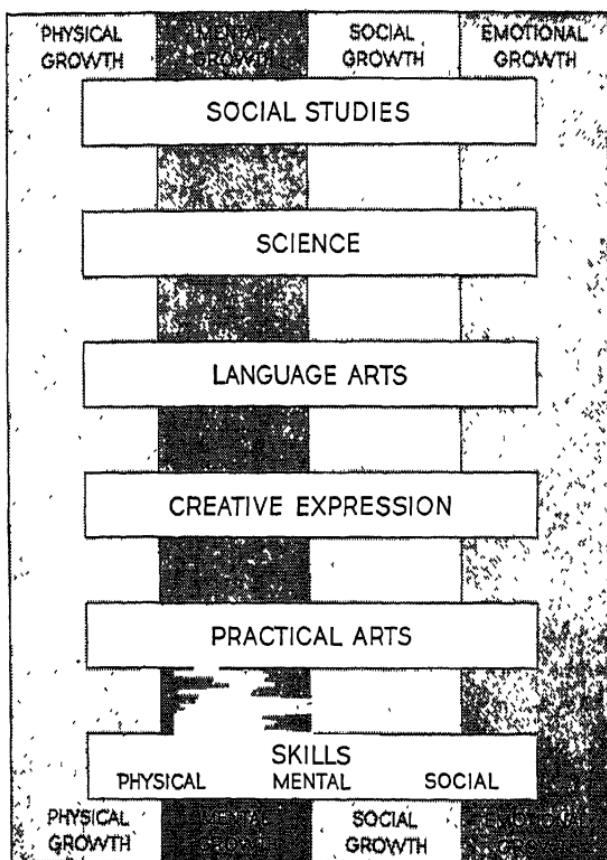
Obviously, units of work need not be in evidence in a classroom at all times. The interests of the children will probably decide the matter. If a teacher finds that an experience of major value is likely not to appear at a time when it could benefit the children, she should "set the stage" and initiate the unit of work upon her own responsibility.

Major units of work should be drawn from those aspects of current American life which represent the major functions discharged by Americans in everyday life. Supplementing these should be other units representing our cultural American heritage and its European background.

AREAS OF EXPERIENCE
IN THE
LOWER SCHOOL



AREAS OF EXPERIENCE
IN THE
UPPER SCHOOL



Study-Group Conference Suggestions

1. Read and discuss John Dewey, *Democracy and Education* (The Macmillan Co., 1933), Chapters I-IV inclusive. It may be found helpful to start with the summary found at the end of each chapter and work back, verifying each point.
2. Read and discuss Norman Woelfel, *Molders of the American Mind* (Columbia University Press, 1933), pp. 119-127, 200-204 (John Dewey); pp. 132-139, 207-213 (W. H. Kilpatrick).
3. Ask for volunteers to present additional reports based on Woelfel. Judd, Counts, Rugg, and Horn may be of interest to the group.
4. Read Harold Rugg, *American Life and the School Curriculum* (Ginn & Co., 1936), Part I, "School and Society." If time permits ask for reports on Part III, "Next Steps Toward Schools of Living."
5. Skim rapidly through Joseph K. Hart, *A Social Interpretation of Education* (Holt, 1929), Part IV, "A Community Interpretation of Education." Give the high lights of Hart's philosophy of education.
6. Ask for a volunteer to present a report on Albert Jay Nock, *The Theory of Education in the United States* (Harcourt, Brace, 1932). Mr. Nock presents his philosophy in delightful style and his ideas are unconventional, to say the least.
7. Ask for a volunteer to read Melvin, *The Technique of Progressive Teaching* (John Day, 1932), and outline Melvin's philosophy of education.
8. Ask a group to discuss the philosophy of education outline in *A Teacher's Guide To Child Development*, issued by the State Department of Education, Sacramento, California. This may be procured in two volumes: Volume I, *Kindergarten and Primary Grades*; Volume II, *Intermediate Grades*.
9. Reformulate your own philosophy of education in the light of your reading and discussion.



The School Organization

.Are we teaching grades or helping children grow?

I. A Teacher Speaks

IN OUR school we have about five hundred children classified into kindergarten and first to sixth grades, inclusive. We have fifteen teachers — a kindergartner, a "transition" first-grade teacher (a non-reading class), two first-grade teachers, two second-grade teachers, two third-grade teachers, two fourth-grade teachers, two fifth-grade, and three sixth-grade teachers. We observe grade standards pretty faithfully. We follow our printed course of study meticulously. Two of our teachers have had a slight disagreement, as Miss A. wished to teach "Indians" this term and her neighbor objected on the ground that she (Miss B.) has a first mortgage on "Indians," as they are assigned in the course of study to her particular grade. She said that if Miss A., who has the grade just below her, taught Indians, Indians would be "spoiled" when the children were promoted to Miss B.'s room. At the end of each half-year term we consider successes and failures and "promote" a certain number of children to the next highest class and "fail" or "keep back" or "retard" the remainder. There is a general agreement among our teachers that a teacher's success is measured by the number of children she "promotes." At the same time we agree that a teacher shouldn't promote everybody, as that would indicate low standards of accomplishment on her part. We feel also that a certain number of children "retarded" or "failed" each term is a salutary warning to the other pupils.

II. The Principal Speaks

Let us ask ourselves how "failure" arises. Here is a class of thirty-five B1 children entering school in September. At the end of January comes "promotion," thirty of the thirty-five children are reassigned or "promoted" to the A1 class, while five are reassigned to the B1 or "left behind" or "not promoted" or "failed." In other words, "failure" in this instance means the failure to leap over an artificial barrier we call a grade. Suppose we remove the barriers and eliminate "failure."

The child suffers no such disability outside of school as regards his successive birthdays. He is six years old, seven, eight, nine, and so on down through the years. No parent ever wakes on the eve of the child's seventh birthday to hear a still, small voice say, "John has not been a good boy during the past year, so I have decided that he will have to be six years old once more and try it all over again."

Here we have seventeen classroom teachers. I propose that in the future, instead of being charged with grades, you be charged with a group of children, Group I including the youngest children, Group XVII the oldest children — young and old, not in the sense of chronological age, but in the sense of social maturity. Our teacher list will appear as follows:

Group I	5-year-old children
II	5- 6-year-old children
III	5- 6-year-old children
IV	5- 6-year-old children
V	5- 7-year-old children
VI	6- 8-year-old children
VII	6- 8-year-old children
VIII	7- 8-year-old children
IX	7- 9-year-old children
X	7- 9-year-old children
XI	8-10-year-old children
XII	8-10-year-old children
XIII	9-11-year-old children
XIV	9-12-year-old children

- Group XV 10-12-year-old children
XVI 10-13-year-old children
XVII 10-13-year-old children

What is to be the basis of each group? It is to be homogeneous and obviously a group may be homogeneous with respect to any one of several qualities. It might be homogeneous with respect to chronological age; i.e., let us put all six-year-olds in one room. It might be homogeneous with respect to intelligence; i.e., let us put all children of 125 I.Q. and above in one room. We will adopt neither of these. Our basis will be "social maturity"; i.e., we will place in one group those children who are like-minded, have common interests, have reached about the same degree of maturity as regards social habits and are likely to live together happily and successfully. Be prepared to find that the group homogeneous in this respect may be heterogeneous with respect both to chronological age and intelligence. You may have in your particular group a chronological age-range of three years and I.Q.'s all the way from 75 to 110 and over. Real adult life is much like that; we live comfortably ourselves in social groups in which social interests are paramount, while differences of age and ability interfere in no way with our enjoyment of the group as a whole. Strict classification of the children in this school into ability groups — X's, Y's, and Z's — would be fatal to our purpose.

How shall we form a homogeneous group with respect to social maturity? For the present we will take the classification which, as it stands, is based primarily on chronological age and from it make shifts from one teacher to another until a satisfactory family group is secured. We will bear in mind that test results help us somewhat and to a limited degree, and that the joint opinion of principal and teacher will be the deciding factor. After each family group is formed, the daily observation of the teacher will determine whether a child stays in a group or is shifted to a more congenial group.

Once the group is formed what should the teacher do with it? At least two things:

1. Let the teacher find out all she can about each child by test and intelligent observation — his social habits, knowledge, skills, attitudes, physical attributes, emotional condition, etc. Let her record her results for future reference.

2. From these findings the teacher will build a tentative program for her family group. Now the teacher in a regular graded school feels no concern usually as to the academic whereabouts of her new pupils at the beginning of a term. If she teaches a B4 class she assumes that each child is "ready" for the B4 and will "keep up" with the standards outlined in the official course of study and be "promoted" at the end of the term to B5 — or else! The burden of proof is on the child.

In our school the burden of proof will be on the teacher. Regardless of records, opinions, and rest-room gossip, she will treat each pupil as a new creation and find where each child is, regardless of where he ought to be. This means slow, careful, painstaking investigation into the reactions of each child but only in this manner can a satisfactory program of real education be built.

What kind of daily program should the teacher devise for her use? It shall be as short and simple and flexible as possible so that she may constantly adapt it to the needs of her pupils.

Somewhere in the younger groups — groups of little children — reading will become a factor of importance. (See Plate IV.) Just where this will occur we do not know, we cannot tell in advance. It is very unlikely to occur in Group I (the former kindergarten) although there may be a few children in it who are interested in the magic of reading. I think it unlikely to be a factor in either Group II or Group III and my guess is that it will be a factor in Group IV but, again, we frankly do not know until the learning process gets under way. The essential thing to remember is that we are not starting out with the assumption that the children in Group IV, for example, are going to be given a definite reading program planned for them in advance. However, we are not going to sit with folded hands and wait for children to ask us to

teach them to read (although that is a possibility). We are going to provide situations which stimulate interests in books and reading, we are going to have materials ready, we know just what we want to do in case a real interest in reading arises. We will teach reading when the need arises and where it arises. (See Plate V.)

Let us agree that the progress of each child and of the group as a whole shall be regularly measured so that we may determine the direction and rate of progress. It is one thing to say "Oh, John is doing well" and quite another to be able to say "At the opening of the new term in September John had a reading vocabulary of 30 words, and today, December 1, he has a reading vocabulary of 90 words." Let your measurement of social habits, knowledges, skills and attitudes be regular and definite and as exact as circumstances permit. Every so often you teachers will be called together to the end that information of this kind may be exchanged and the general course of the school charted as a whole.

Let us not forget that the child who is discovered to be socially out of place should be shifted to a group into which he will fit. The very essence of the scheme is its flexibility and its insistence on the rights of the child to live in the most congenial atmosphere.

For the time being, each teacher will remain with her family group for an indefinite period. We shall have no "promotion" at the mid-year. We will not exchange classes wholesale just as you are beginning to know your pupils. Because there will be no "promotions" there will be no "failures," but you may bring to our group conferences at any time you please, the cases of children who do not appear to be happy in their present classrooms. If a child becomes too grown-up and sophisticated for his group, or if he is timid and backward and his friends are in younger groups than his own, his case should be presented and a better assignment discovered for him. Be sure that you understand that the criteria for reassignment are not academic standards or accomplishment in reading and the

other tool subjects. The only criterion we shall recognize is the child's ability or inability to live happily and successfully in his group.

*III. One Year Later
(The Principal Speaks)*

After a year on the new plan we are able to present:

TABLE I. A PICTURE OF THE SCHOOL AS A WHOLE

Teacher	Group	Approx. Grades	Median Chr. Gr. Pl.	Median Int. Gr. Pl.	Median Re. Gr. Pl.	Median Int. Quo.
Smith	1	Kgn.	.1	X	X	X
Bennett	2	Tr. B1	7	.1	X	85
Mariscal	3	Tr. B1	1 0	.7	X	96
Davis	4	B1	1 2	1 6	X	109
Mahoney	5	B1 A1	2 0	1.7	1 1	96
Dickinson	6	A1 B2	2 0	2.0	1 4	98
Bothman	7	B2 A2	2 5	2.4	1 4	100
Arnold	8	A2 B3	2 9	3 2	1 9	101
Hansen	9	B3	3 3	3.3	2 7	103
Ryer	10	A3	3 7	3.1	2 9	97
Carlson	11	B4	4 3	4.2	3 5	99
Healey	12	B4 A4	4 7	4 4	4 6	95
Markowitz	13	A4 B5	5 2	4 8	4 5	98
Dungan	14	B5 A5	5 6	5 0	5 2	92
Houdyshel	15	A5 B6	6 1	5 4	5 5	93
Fraser	16	B6	5 9	6 4	6 3	101
Rowan	17	A6	6 9	6 5	5 7	97

This table should be read as follows:

Column 3 indicates the grade into which a child would probably fit if he were transferred to a traditional school.

Column 4 indicates *chronological grade placement*. For example, if all the children in Group 10 were ranked in order from youngest to oldest by "birthday" (chronological) age, the middle child would be old enough to be in the seventh month of the third grade (3.1).

Column 5 indicates *intelligence grade placement*. For example, if all the children in Group 10 were listed in order of intelligence from dullest to brightest, the middle child would

be bright enough (that is, have the mentality) to carry the work of the first month in the third grade (3.1).

Column 6 indicates *reading grade placement*. For example, if all the children in Group 10 were listed in order of reading ability from poorest reader to best reader, the middle child would have a reading ability which would enable him to read satisfactorily in the ninth month of the second grade (2.9).

Column 7 indicates the intelligence quotient or the figure found by comparing the mental age of a child with his chronological (birthday) age. For example, if all the children in Group 4 were listed in order of intelligence from dullest to brightest, the middle child would have an I.Q. (intelligence quotient) of 109. This means that this particular child is "bright," since his I.Q. is nine points higher than the standard I.Q. of 100.

1. It will be seen from Table I that, although our children are classified on the basis of social maturity, there is a close correlation with chronological age and mental age; that is, each column indicates a reasonably satisfactory progression.

2. While reading is deferred to a later stage than is common in most schools, and while reading results are lower than expectation in the lower groups, reading grade placements from Group 12 on are normal in relation to the mental ability of the pupils. (It should be borne in mind that the figures given are as of September, just after the long vacation and when many children were new to the school.)

3. When a school is organized on the basis of social maturity, a certain range of chronological ages results. One of our immediate problems is, How wide a chronological age range may be permitted without laying an undue burden on the teacher? Our tentative answer is that a chronological age-spread of three grades is permissible.

4. The wide range of intelligence in each room constitutes one of our major problems. Since ease and rate of learning depends to such a large degree on mentality, there should be a limit to the amount of variation in this respect with which the

teacher has to deal. Possibly a solution will have to be found which will be a compromise between social maturity and intelligence grade placements. A range not to exceed three grades appears desirable.

5. We also appear to have excessive range in reading ability. Part of it is due to an influx in September, 1936, of overage boys and girls whose schooling had been very inadequate. The removal of definitely subnormal pupils and remedial measures for others should reduce the range to a point where the teacher could secure better results. A tentative goal is a grade range not to exceed three grades.

IV. Four Months Later

The present report covers conditions as found four months after the opening of the Fall Semester. During the opening months of the school year (1936-1937) the school had to struggle with two difficult problems; first, an excessive turnover due to the transient nature of the neighborhood and second, an influx of children from other localities. Many of these children had limited schooling and meager home backgrounds. In spite of these discouraging factors a serious effort was made to correct certain conditions which seemed to lay heavy burdens upon the teachers. These conditions centered largely in the great and sometimes excessive ranges in each room in (a) chronological age, (b) intelligence, and (c) reading ability. While continuing social maturity as the basis for classroom organization an attempt has been made to lessen excessive ranges partly by reassignment of pupils to new classes in the school and by the transfer of socially mature children who had outgrown an elementary school situation to a neighboring junior high school. Examination of the chronological grade placements as of January, 1937, indicates that the range remains fairly constant, varying from two grades in the lower groups to three grades in the upper groups, i.e., a teacher in

what is approximately a fourth grade has children of third, fourth, and fifth grade "birthday age."

Examination of the intelligence grade placements as of January, 1937, indicates that the excessive range as of September, 1936, has been materially reduced. The range in January, 1937, varies from three grades in the lower school to five grades in the upper school, i.e., a teacher in what is approximately a sixth grade has children who from the standpoint of intelligence belong in fifth, sixth, seventh, eighth, and ninth grades. Most of these "high intelligence" children are socially immature and would be lost in junior high school. There seems to be no reason to doubt that an intelligence grade-placement range of 3-4 grades is normal and works no excessive hardship on either pupil or teacher. Whatever difficulty is experienced in academic work from this source is more than compensated by the "real-life" situation which arises from a diversified intelligence mixture and the contributions made by the more brilliant children to the group life of the room.

Examination of the reading grade placements as of January, 1937, show a gratifying growth in reading ability during the three and one-half months elapsing between the two reports. The median grade placements by classes appear below. It will be noticed that the four lowest groups are not included in

TABLE II. A COMPARISON OF READING GRADE PLACEMENTS

Teacher	Group	Approx. Grades	Median Sept. 1936	Median Jan. 1937	Gain in Months
Mahoney	5	B1 A1	1 1	1 4	3
Dickinson	6	A1 B2	1 4	1 8	4
Bothman	7	B2 A2	1.4	2 2	8
Arnold	8	A2 B3	1.9	3 2	13
Hansen	9	B3	2 7	4 2	15
Ryer	10	A3	2 9	3 3	4
Carlson	11	B4	3 5	4 9	14
Healey	12	B4 A4	4 6	5 2	6
Markowitz	13	A4 B5	4.5	5 6	11
Dungan	14	B5 A5	5 2	6 4	12
Houdyshel	15	A5 B6	5 5	6 2	7
Fraser	16	B6	6 3	6 5	2
McCann	17	A6	5.7	6 8	11

the table. Groups 1, 2, and 3 are engaged in a non-reading (or better pre-reading) program; in Group 4, ten children have begun "experience reading" but have not progressed far enough to permit of the use of standardized reading tests which are not adapted to a completely "experience-vocabulary."

Table II on page 24 should be read as follows:

In Group 8, for example, if the children had been ranked in reading ability in September from poorest reader to best reader, the middle child should have been able to read satisfactorily in the ninth month of the first grade. In January the middle child should have been able to read satisfactorily in the second month of the third grade, a gain in reading ability of thirteen months in four calendar months.

It will be noticed that many rooms show a reading growth greatly in excess of the normal expectation. These results were secured by careful attention to satisfactory placement of pupils and by very excellent teaching. In the middle groups, reading results were obtained by copious "free reading" rather than by intensive drill.

These results appear to refute conclusively the common criticism that "a no-failure school is one where you promote everybody and the children don't have to learn anything."

The extent to which reading became a factor in the lower groups in the school within the four month period is indicated herewith:

- Group 1. Pre-reading Group (i.e., no reading).
- Group 2. Pre-reading Group.
- Group 3. Pre-reading Group.
- Group 4. Ten children beginning on "experience reading," the remainder not reading.
- Group 5. Two nearly equal groups; one group reading, one not reading.
- Group 6. Two-thirds of the group reading, the remainder a pre-reading group.
- Group 7. (and above). All reading.

V. The Teacher Speaks Again

A year and a half of experimentation have gone by and we feel that we have learned these lessons:

1. That children are far more sensitive to the emotional atmosphere of the classroom than we realized. It has made all the difference in the world to a sensitive child to be with friends and to feel comfortable in his emotional relationships to his fellow pupils. (See Plate VI.) Wherever a child has shown himself to be unhappy in his group we have placed him elsewhere, repeating the process until he found a congenial "climate of opinion."
2. That it is far more fun to teach children than to teach courses of study or grade standards. (See Plate VII.) For the first time we are seeing children as human beings rather than as candidates for promotion.
3. That we need to know far more than we do at present about child life, its interests and its needs. We especially need to devise ways of keeping records on growth in social habits and we need tests to measure this growth.
4. That children who are not forced to learn to read but who are given reading only when they are ready for it read far more rapidly and successfully when they actually begin reading than the little child who has reading forced on him.
5. Our prediction that inside our homogeneous social groups there would be a wide divergence in other factors has proved true. Differences in chronological age, mental ability, and reading are not so important in maintaining a happy and effective group life as the psychologists would have us believe. At least wide differences in these respects do not afford any serious barrier to social adjustment. There can be no question that children learn from other children and that the stimulation of leadership from a chronologically older and mentally more able child has a decided effect upon his classmates.
6. Problems do arise in this connection, however, which worry the teacher accustomed to grade organization. The

teacher schooled in the regular school says, "How can I ever get all these children up to the required standard?" It is a major problem for us to see that there is no accepted standard in academic work which all members of the group must meet in a uniform manner. No longer does the teacher have to say, "I must get all these children up to A3 or B5 or A6 standards" since A3 and B5 and A6 have been done away with. Instead, she must be led to see that each child must do all he can within the limits of his ability and his probable rate of learning. At first we felt that each child must be taught separately and individually, but in actual practice this does not prove to be necessary. In the social studies, in the arts, in science, and in motor activities it has proved perfectly feasible to operate the whole group as a unit. In the skill subjects like work-type reading, English, and arithmetic, the children naturally gravitate into groups, depending upon their common interests and abilities.

7. The organization of the content subjects — the social studies, science, and literature — around "centers of interest" or "units of work" provides many varied experiences for children who vary widely in reading ability and in range of ideas.

8. Our experience in teaching children rather than grades or school subjects has led us to see the need for a working program in order to co-ordinate our efforts. We have drawn up the following rough draft of duties to guide the teacher in handling her daily problems:¹

I. *Philosophy:* We, as teachers, are concerned with the understanding of the whole child so that we may, in guiding him through real life experiences based on his needs and interests help him so to adapt himself to his social group throughout his school life that he will become a thinking, creative, and active member. The school should provide a wholesome environment in which the child will develop and grow up physically, mentally, socially, and emotionally in a happy, normal way.

II. *Understanding the Child:* In order to know the needs of the group,

¹ Grateful acknowledgment is made to Miss Jeannette Shaw for getting this material together.

it is necessary to know the needs of the individual pupils who make up that group. We have to know these things about each child.

1. His background of experiences: (a) Home and family; (b) Language; (c) School; (d) Community.
2. Physical: (a) General health and nutrition; (b) Defects; (c) Growth and maturity.
3. Emotional development: (a) Wholesome interest in those about him and the environment; (b) Feeling of security or insecurity; (c) Feeling of success or failure; (d) Feeling of self-confidence or fear.
4. Social attitudes and habits: (a) Attitudes and relationships in family; (b) Attitude toward principal, teacher, and school; (c) Attitude toward playmates or members of class group.
5. Work habits and attitudes (effective and wholesome): (a) Consciousness of goal; (b) Evaluation of his own work; (c) Continuous check of his own progress; (d) Ability to work with others.
6. Special abilities or weaknesses.
7. Mental ability: (a) Attention; (b) Association; (c) Reasoning; (d) Judgment.
8. Scholastic or academic achievement.

III. *Learning the Needs of the Child:*

The teacher should:

1. Consider classroom as a laboratory.
2. Make short observations often, considering the factors mentioned in II.
3. Keep (in pencil) notes of her observations.
4. Learn causes of undesirable attitudes and habits.
5. Guide the child and group to an awareness of the needs noted.
6. Secure intelligence test data in order to estimate the rate at which the child will probably learn and the level of his ability.
7. Give diagnostic tests in order to discover academic needs.

IV. *Meeting the Needs of the Child:*

1. Begin where the child is socially, physically, emotionally, and educationally.
2. Correct physical defects, if possible.
3. Afford an opportunity for each child to meet success and recognition as an individual and as a member of the group. "Praise and attention are tools in the formation of standards of work and social habits." (Symonds.)
4. Have confidence and co-operation of the child. He should know his strength, his weaknesses, what he is trying to do, and his progress.

5. Secure the co-operation of the parents, if possible, so that all are working together.
- V. *Meeting the Needs of the Group:*
 1. Disregard grade.
 2. Group children so that those of like interests and abilities are working together; keep the groups fluid by constantly changing the personnel to meet the individual as well as group needs.
 3. Plan the program to be followed in meeting the demands of, or in overcoming the difficulties in, growth with the co-operation of the child or group.
- VI. *Measuring Progress:*
 1. Personality and character traits:
 - (a) The scales for the rating of these traits are being developed, but as yet are not reliable.
 - (b) Teacher judgment based on the factors suggested in II is the best criterion for subjective measurement.
 - (c) Progress in the growth of attitudes and habits is slow and can only be developed through successful practice in real situations over a period of time.
 - (d) The child should be compared with himself and have the opportunity of evaluating and appraising himself in terms of his own growth and improvement in behavior as an individual and as a member of the group.
 2. Academic Achievement:
 - (a) At the beginning of the term, standardized diagnostic tests should be used in learning the needs of the children — another test at the end of the term will show the progress and growth made.
 - (b) Each child will progress and develop at a different rate, each according to his ability. No child should be considered failing who is working to his capacity.
 - (c) Each child should know the goals he is trying to attain and the progress he is making toward those goals.

Since the building of good social habits is the primary end we are seeking in our school we have been concerned about the listing of those social habits which seem of greatest importance. We agree that no sensible teacher will want to take a ready-made list and inflict it upon her pupils. Each room is different from every other room and only the careful daily observation of the teacher and her own good sense will determine what social habits need to be stressed in her particular situation.

In order to make a tentative checking list we have selected the following social habits as most essential in most situations. It will be noted that (1) and (2) are imperative if the teacher is to control her situation properly; (3) and (4) are essential to an adequate health program; (5) to (19) inclusive relate to individual social habits and (20) to (33) inclusive to group social habits.

1. Respect for authority.
2. Obedience.
3. Cleanliness (in bodily habits).
4. Respect for physical fitness.
5. Self-control.
6. Poise (emotional stability, ability to accept success or defeat gracefully).
7. Judgment (ability to face a difficult situation, face several alternatives and select the right one).
8. Resourcefulness.
9. Self-respect (pride in the right sense, personal integrity).
10. Reliability (dependability).
11. Initiative (does not have to be prodded into action).
12. Industry (is not afraid of hard work).
13. Persistence (stays with a task until it is completed).
14. Independence (does not have to be helped continually, not a "leaner")
15. Orderliness (a sense of system).
16. Promptness.
17. Respect for property.
18. Courage.
19. Sense of difference between right and wrong.
20. Courtesy (good manners, consideration for the rights and feelings of others).
21. Good team work (identification with the group).
22. Generosity (desire to share with others).
23. Sincerity (doesn't "put on").
24. Honesty (with one's self and with others).
25. Helpfulness
26. Sympathy.
27. Appreciation (of kindness from others).

28. Friendliness (ability to make and keep friends).
29. Modesty (not apt to "blow one's own horn").
30. Tolerance (willingness to let the other fellow have his own point of view).
31. Patience.
32. Leadership (of others wisely and unselfishly).
33. Acceptance of leadership (from teacher, from members of the group, from majority opinion — cheerfully and willingly).

Study-Group Conference Suggestions

1. Present the arguments favorable to the continuance of the present graded system. Balance advantages and disadvantages between graded and "no-failure" organization.
2. Make a case study of a class of first grade children. Collect all available data as to chronological age, mental maturity, social background, and emotional control together with test results and determine if the class is homogeneous with respect to social maturity. What recommendations do you wish to make for children badly adjusted to the class?
3. Devise a report blank upon which to record continued observations of children in the classroom.
4. Appoint a small group to read and report upon pp. 1-39 in Andrus, *Curriculum Guides* (John Day, 1936). This presents an excellent account of education as a continuous process.
5. Ask for a volunteer to present a report on Nimkoff, *The Child* (Lippincott, 1934). This book is invaluable in answering problem number 3 above.
6. Have a member of the group discuss Chapter XV, "Mental and Physical Health," in Tiegs, *The Management of Learning* (Longmans, 1937).
7. Conduct a group discussion of Chapter V, "Classification of Pupils," in Otto, *Elementary School Organization and Administration* (Appleton-Century Co., 1934). Give especial attention to the problem of homogeneous vs. heterogeneous grouping.
8. Conduct a similar discussion of Chapter VI "Promotion of Pupils," in Otto.
9. Divide the group into four sections and assign each for report and discussion a chapter from the *Thirty-fifth Yearbook* of the National Society for the Study of Education, Part One, *The Grouping of Pupils* (Public School Publishing Co., 1936), as follows:

- Section 1. Chapter IV. "Some Philosophical Aspects of Grouping."
- Section 2. Chapter V. "The Social Group in Education."
- Section 3. Chapter VI. "The Psychological Basis of Grouping."
- Section 4. Chapter VII. "The Relation of the Newer Educational Practices to Grouping."
- 10. Ask each member of the group to read the first three chapters of Wright, *A First Grade at Work* (Bureau of Publications, Teachers College, Columbia University, 1932). Discuss some of the problems that might arise in teaching the class.
- 11. Discuss Chapter XVIII, "Individual Child Growth," in Keelor and Sweet, *Indian Life and the Dutch Colonial Settlement* (Bureau of Publications, Teachers College, Columbia University, 1931). What are the merits and what the defects of this method of recording observations in the classroom?



The School Environment

Is our school a jail or a home?

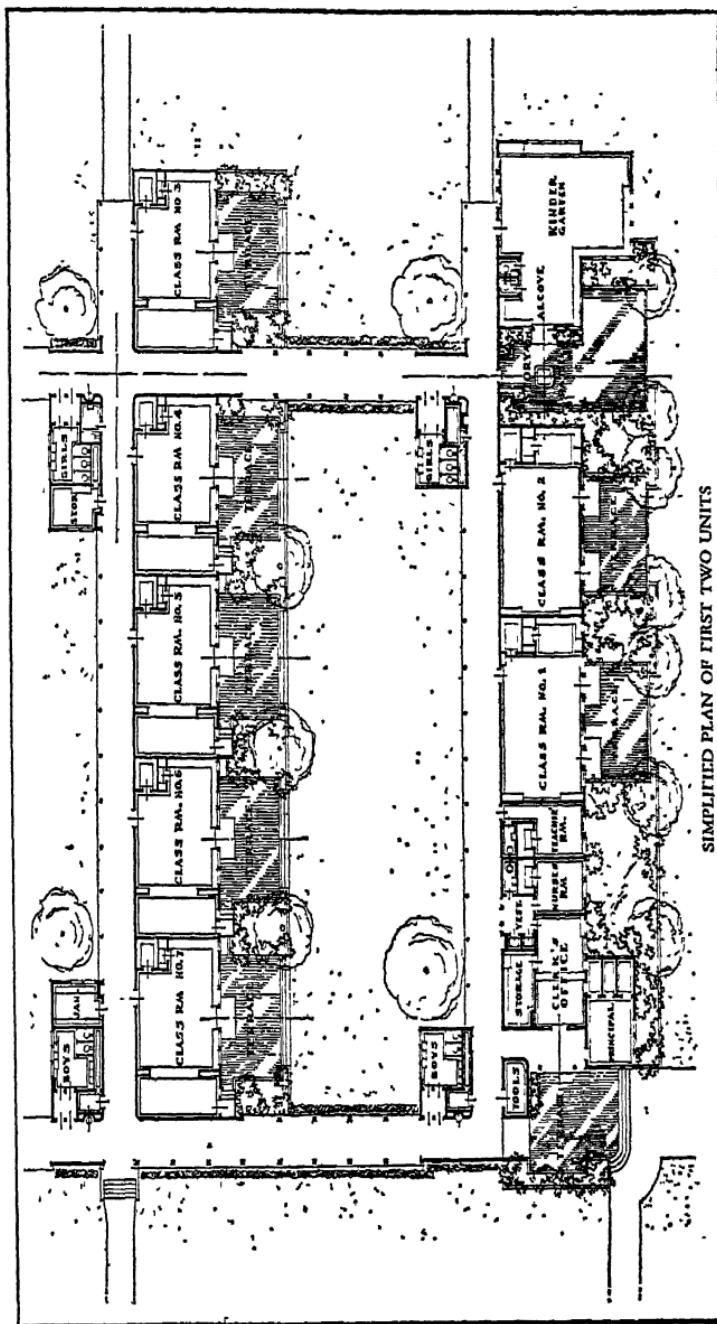
A Teacher Continues Speaking

How true it is that the average American school building *does* resemble a jail! It is usually a long ugly rectangle of weather-beaten brick, a structure little likely to beguile the passer-by into the illusion that here is a home of children! (However, it may look like a Children's Home!) We are quite proud of our building! (See Plates VIII, IX, and X.) It sits back from the street far enough to permit of a lawn, a landscaped frontage and flowers in their appropriate seasons. A low wall across the front gives the building a little sense of privacy without shutting off the view from either the building or the street. Ours is a one-story building which looks like an elongated private dwelling and avoids entirely the cigar-box appearance so common in public school buildings and it is a comforting thought that there are no staircases for little legs to negotiate. On the side of the building facing the school yard and away from the street all the classrooms are so constituted that the outside wall is one continuous expanse of glass. Large glass doors reaching from floor nearly to ceiling permit the teacher to open her room to the fresh air on fine days. A platform in front of the glass doors allows the children to move their belongings out into the sunshine. A large garden in a secluded corner of the yard affords our children many first-hand contacts with growing things, while a belt of trees along the rear boundary furnishes restful shade on a warm day.

Bearing in mind that we earnestly desire each classroom to be the home of a family of happy children instead of merely passive sit-and-listen architectural arrangement, we have drawn up a checking list for ourselves so that we may not forget the essential elements in maintaining a home-like atmosphere. If you visit our school will you help us "check up" by observing first of all

A. The Room Situation.

1. Are we caring for the physical needs of our children? (proper heat, light, ventilation, etc.)
2. Are we good managers and good housekeepers? (Do we care for our materials adequately, are we neat and tidy, is there "a place for everything and everything in its place"?)
3. Are our rooms attractive? (See Plate XV.) (When you look into a room from the hall does it look interesting enough to beguile you to enter it?)
4. Does the room look like an art gallery or a well equipped workshop? (We hope the latter!)
5. Are our classrooms providing for abundant life and growth? (See Plates XI, XII, XIII and XIV.) (Are there many interesting things to do and materials and tools adequate for the purpose? Is there a science table in one corner of the room? a library corner? a workbench? a table for clay modeling? a playhouse in the rooms where little children foregather?)
6. Have we made the best use of our furniture? (Some of us are fortunate enough to have tables and chairs or other types of movable furniture which can be rearranged from time to time as need arises. Others of us are condemned to the old-fashioned desks but in some rooms these are mounted on runners so that they can be easily pushed up against the wall. In others desks have been arranged in double rows to permit of additional free floor space. Occasionally the loan of a rocking chair, an armchair, or a wicker davenport has added to the pleasure and comfort of the family.)



SIMPLIFIED PLAN OF FIRST TWO UNITS

Marsh, Smith, and Powell, Architects

A PROGRESSIVE ELEMENTARY SCHOOL PLAN
THE ROOSEVELT ELEMENTARY SCHOOL, SANTA MONICA, CALIFORNIA

7. Have we several well equipped and accessible "materials tables"? (We have given up the old-fashioned method of solemnly "passing out" materials to our children. Instead we stock our tables with the necessary paper, pencils, boxes of crayola, thumb tacks, etc., and train our children to help themselves.)

8. Have we ample supplies of supplemental books? (See Plate XVI.) (Please notice our home-made "apple box" bookcases made by the children to house the 150 books which we think is the minimum number required for effective work.)

9. Do we have a bulletin board and is it used? (In our rooms each of us has a six-foot section of celotex or linoleum running the length of the blackboard where children may mount their "current events" from the daily newspapers, their room magazine, photographs illustrating some phase of the social studies topic under discussion, spelling, arithmetic, and reading graphs, etc.)

10. Do we have an ample supply of visual aids? (See Plate XVII.) (Please notice our supply of mounted pictures indexed and alphabetized in a home-made wooden file, our stereographs and lantern slides, our framed maps, our pictorial charts.)

11. Do we have a small portable stage? (See Plate XVIII.) (Somewhere in each of our rooms is a low platform which is used for informal dramatization, radio "broadcasting" or other form of oral English expression.)

12. Please notice our portable typewriters and the schedule mounted on the board behind them so that each member of the family may have his turn.

And now please turn your attention to

B. The Children.

1. Do our children seem to be physically comfortable? (We are continually on the watch for the child who squints; whose posture is bad; who screws his face up when you talk to him,



PLATE XIV. A Work Center — Modeling figures in clay



PLATE XV. "Are our rooms attractive?" (Page 36)



PLATE XVI. "Have we ample supplies of supplemental books?"
(Page 38)



PLATE XVII. "Have we an ample supply of visual aids?"
(Page 38)

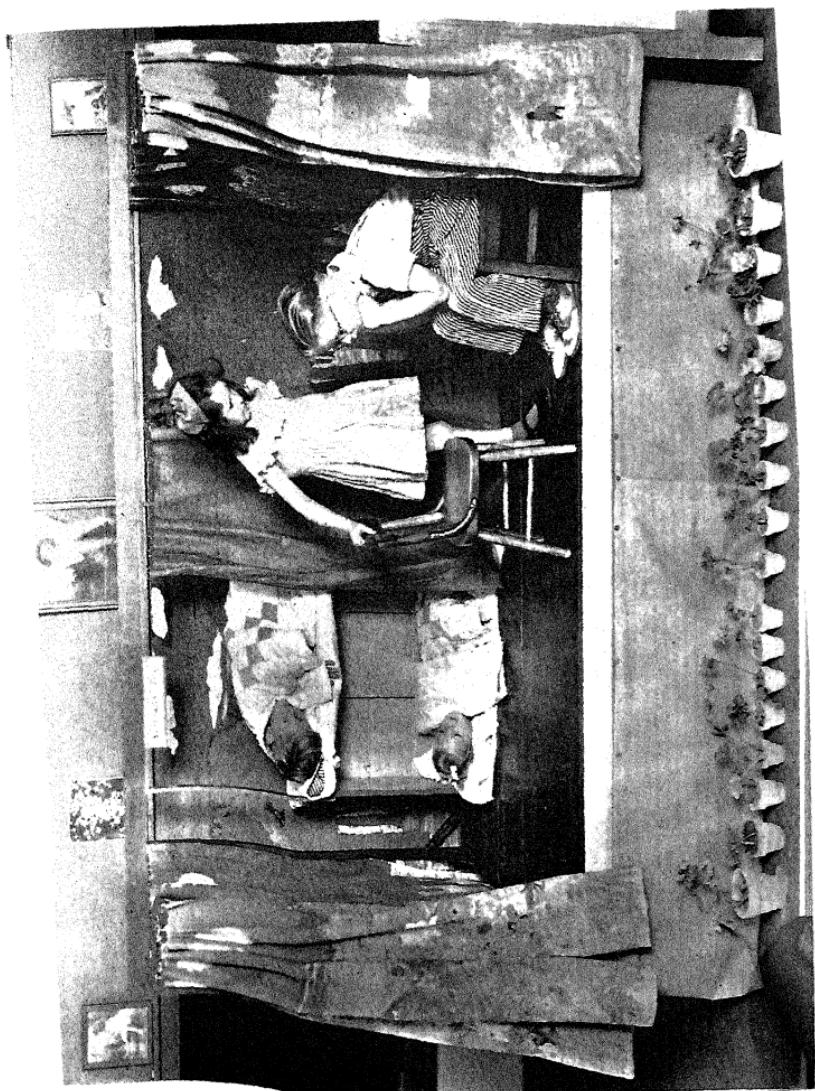


Fig. XVIII. "Do we
have a small portar-
i; stage?" (Page 38)

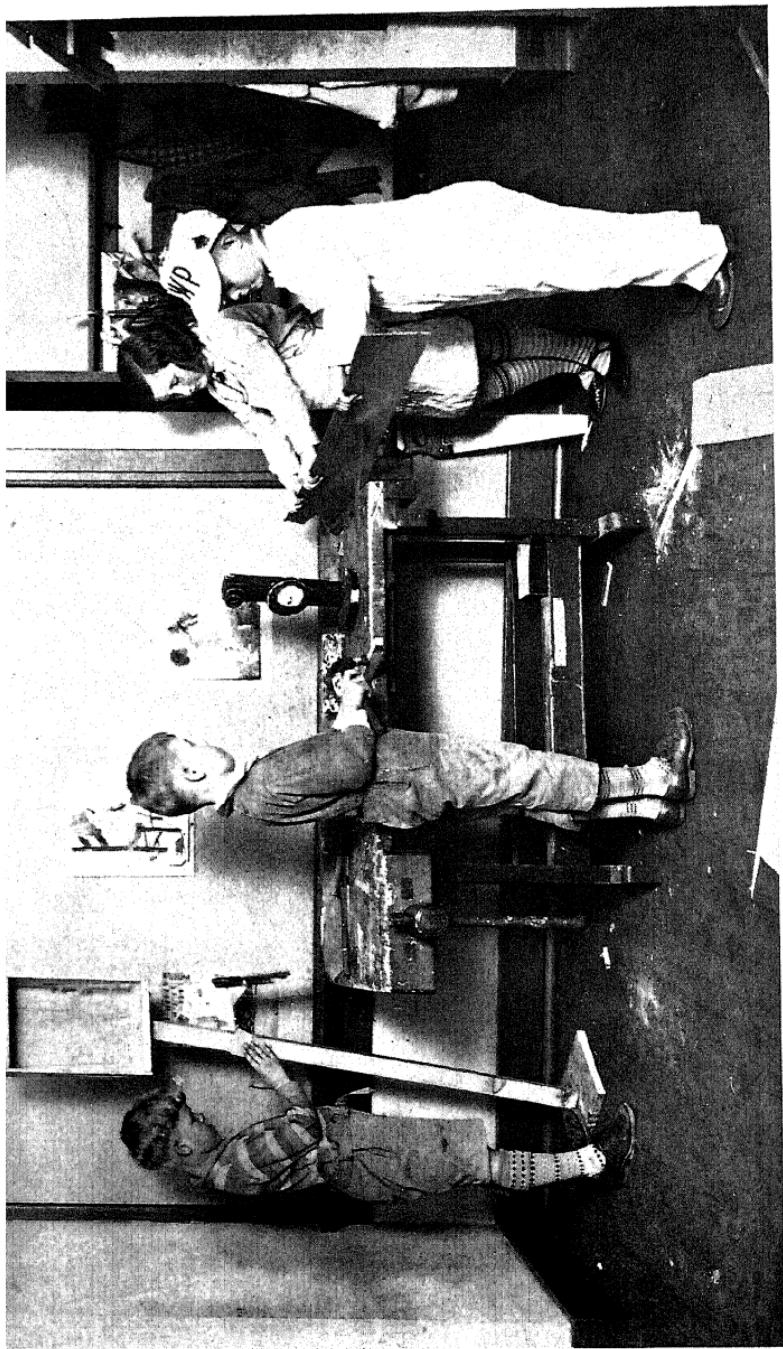


PLATE XIX. "Are they kind and helpful to one another?" (Page 39)



PLATE XXI. "Are they busily engaged in class, group, or individual activities?" (Page 40)





PLATE XXIII. "Some children paint at easels." (Page 56)

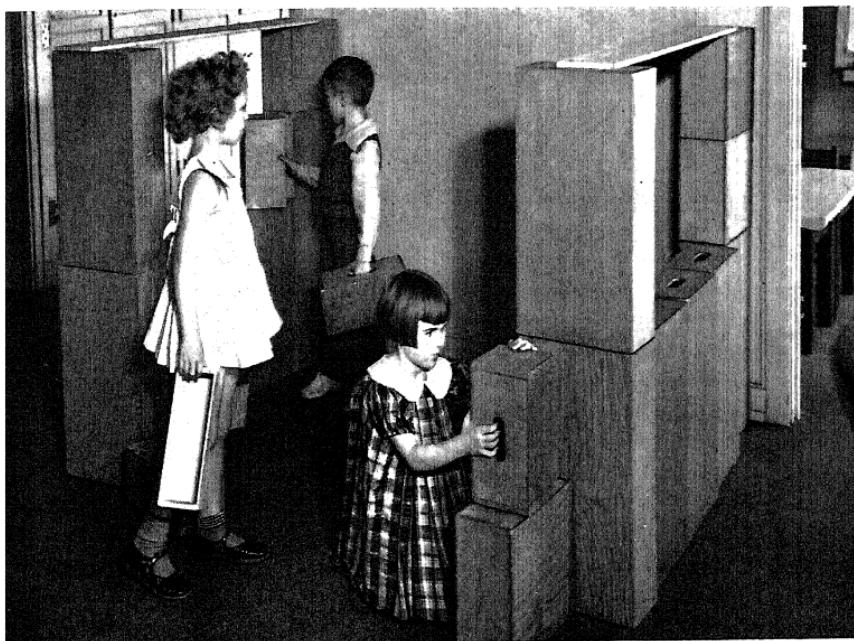


PLATE XXIV. "Other children play with building blocks."
(Page 56)



PLATE XXV. A kindergarten playhouse under construction.
(Page 61)



indicating a hearing difficulty; who is perpetually tired or sleepy; who is obviously poorly nourished. Is not a healthy body the first pre-requisite in the search for perfection?)

2. Are our children happy? (Happiness is an outgrowth of a competent and healthy body, an interested mind, a love of congenial companionship.)

3. Are they interested in what they are doing or are they apathetic? (We like the phrase "whole-heartedly." If a child is putting his whole heart into what he is doing he is truly interested in the task.)

4. Do our children exercise initiative and self-reliance? (You can make an automobile move by taking off the brakes and pushing it or you can step on the starter and let it move under its own power. We like to think that our children are "self-starters," that they do not have to be prodded into action, that they can manage themselves without dependence upon the teacher.)

5. Are they responsive to me as teacher and to you as visitor? (Do their faces light up when we speak to them? Are they friendly people or do they glower at us and seem anxious to get away from us?)

6. Do they show good habits of work? (Do they go at their tasks in a business-like, methodical way taking pains to work accurately? Are they dissatisfied with results unless they are the best that can be reached?)

7. Are they kind and helpful to one another? (See Plate XIX.) (We like to think that our children have learned to share tools, materials, personal belongings, results, "tricks of the trade," recognition and praise.)

8. Are they maintaining a happy and successful group life? (See Plate XX.) (Perhaps this is the most important question we could ask ourselves. Unless this group, including the teacher, constitutes a successful family bound by common ties of affection and interest and working toward common goals, the school is a failure.)

9. Are they busily engaged in class, group, or individual

activities? (See Plate XXI.) (This is merely asking a previous question in another form. Is everybody at work in congenial company? Here and there you may find a child idle for the moment. We believe heartily in the idea that everyone of us needs to "take time out" occasionally to rest or to commune with his soul.)

10. Do our children show power in the skill subjects? (In other words, do they spell correctly, write legibly, read easily, do arithmetic accurately?)

11. Are they good housekeepers? (Do they wear aprons when they paint? are they thrifty with materials? do they saw boards or saw chairs or workbench as well? do they keep their personal belongings in order?)

12. Do they speak distinctly and correctly? (If a child is reading across the room can you hear him easily? does he show respect for the mother tongue as a medium of beauty as well as of use? has he learned that in a very real sense of the word his voice is a musical instrument?)

13. Do our children use freedom wisely? (We think you will agree with us that they have a great deal of freedom. Do they ever abuse the privilege and allow freedom to degenerate into license?)

14. Do they know facts accurately? (Or are they satisfied with half-truths and slip-shod statements?)

15. Are they open-minded? (In a family of thirty-five children there are many divergent points of view. Many children come from homes where certain anti-social prejudices are very strong. Are the children willing to let the other fellow have his own point of view even if it differs materially from ours? Is the negro child, the Mexican, the Pole, the oriental at a continuous disadvantage because of our ingrown prejudice and intolerance? Is our room a genuine "melting-pot" in the very best sense of that much abused term?)

16. Are our children growing steadily in good social habits? (Much of this ground has been covered in previous questions but we should like to have you check the list of good social

habits on pages 32-33 against our group. How did the children treat *you* when you entered the room? were they cordial and friendly? did they accept you readily as a new member of the group? did they try to interest you in what they were doing?)

17. Do we seem to be evolving a new generation of Americans who, when they become adults, will be more truly socialized than you and I? will they be more intelligent about getting things done? will they be more resourceful? will they be more open-minded and more tolerant? will they be more patient with the failings of poor human nature? will they be more poised, more emotionally stable? will they be more nearly "integrated personalities" than you and I?)

And now, please, look at me as

C. The Teacher.

1. Do I have a pleasing personality? (This is truly an embarrassing question for both of us! I realize that I may not realize Agamemnon's description in an early chapter of the *Iliad* —

"She is lacking neither in form nor beauty
Nor mind nor accomplishment."

I may not be as young as I was once. I may not have what is popularly known as "charm." But I am anxious to know if I impress you as a real human being? Am I wholesome and jolly and friendly and do you enjoy meeting me and talking with me?)

2. Am I neatly and appropriately dressed? (In other words, would I pass muster in a crowd as a "competent contemporary" or am I hopelessly just a school teacher?)

3. Do I have a clear, modulated voice?

4. Am I courteous and friendly in my manner toward you? (Certainly I want to be so for a number of reasons! First of all, I like people and like to be with them. Then I want to set a good example to my children. Then I want you to feel at home in our family. I want you to go away when your visit is over with the thought — "What a good time I had!")

5. Do I maintain military discipline or do I maintain a truly socialized atmosphere in our room? (I will feel very badly indeed if "discipline" as such obtrudes at all on your consciousness during your visit. We believe thoroughly that if children are busy and interested and live in a real family atmosphere the need for discipline has disappeared.)

6. Do I know "when to take hold" and "when to let go?" (In even the best classroom situations emergencies will arise from time to time. When they do, do I "take hold" promptly and save the day or do I make matters worse by refusing to interfere? I think I am a pretty competent teacher but every now and then the situation gets out of hand and for a while I have to supplement the children's strength by my own.)

7. Do I talk to my children on their own level? (You can talk "up" to children, "down" to children, or with them. I never forget that children are reasonable, self-respecting human beings who like to be treated as such. For that reason I don't talk baby-talk to them, call them "my dear little kiddies," call their reading-groups "robins" or "blackbirds" or "redbirds," but try always to treat them with the respect I hope they extend to me.)

8. Have I poise? (Do I become easily upset, bothered by trifles, do I appear to be emotionally unstable?)

9. Have I a sense of humor? (Do I appear genuinely amused when something "funny" happens?)

10. Do I appear to have complete command of the situation? (Is my control of the room uncertain? Does the fact that you are visiting the room make me nervous and fidgety?)

11. Do I appear to have a philosophy of education which I am applying in practice? (This is a hard question for you to answer, isn't it? It means this, however; do I seem to be teaching by patterns learned in my training-school days or do I seem to have a broad view of my position as a teacher and a very definite plan in my mind for each hour of the day? Do I rely too much on devices and stunts?)

12. Am I teaching my content subjects i.e. the social

studies, science, literature, etc. through "units of work?" (Or do I teach the textbook page by page or work from topical outlines alone?)

13. Am I building good social habits? (Do I seize every occasion to make my children more courteous, more kindly, more self-controlled, etc.?)

14. Do I appear to prize originality and differences among children? (Or do I want all my children to be completely standardized in behavior so that they are all alike and all pale reflections of myself? Do I enjoy the occasional "unreconstructed rebel" in my room provided he contributes something to the general welfare of the room?)

15. Am I creating a situation in my room which makes good living possible? (If it seems to you that good living is going on in the room, this question is answered; if not, how far am I responsible?)

16. Do I appear to know what I am doing? (Do I have a sureness of touch in all that I do or am I vague and hazy in thought and action?)

17. Do I follow a democratic procedure in the classroom? (Do I cultivate the virtues of free speech, freedom of action, the right of each child to participate in the planning and execution of what goes on in the room or am I an autocrat?)

18. Am I resourceful in an emergency? (Do I act promptly or does anything out of the usual routine leave me helpless?)

19. Do I seem to like children and like to be with them? (See Plate XXII.) (This is an easy one! Also, ask yourself: Is the teacher accepted by the children as a member of the group?)

20. Do I appear to evaluate my results? (Do I clinch my points? do I get somewhere? Are the children actually learning so as to reach specific goals or outcomes? Do you come away from your visit with the feeling that we have had a good time together but failed to reach our destination?)

21. Do I work on a simple, sensible, flexible daily program? (Or am I tying myself hand and foot with a rigid time-schedule

which fails to recognize the fact that children's interests and attention vary from day to day?)

22. Do I make children work up to maximum capacity? (Am I satisfied with less than a child can actually give me?)

23. Am I open to suggestion or do I "know it all?" (You are kind enough to comment on your visit and you raise some points on which you find yourself at variance with me. Am I resentful or open to conviction?)

24. Do I value the growth of children more than anything else? (Have I imagination, a sense of awareness, and am I alert to make everything that happens in the room contribute to the learnings and understandings of children?)

25. Do I observe the laws of learning? This sounds very abstruse and technical. It is really very simple. "Laws of learning" are merely common-sense rules, the observance of which makes learning easy, rapid, and effective. A few of these which every good teacher observes are:

(a) *Children learn most easily if they are given something to do which appeals to them as worth while and keeps them busily at work.* We call this the Law of Self-Activity. Teachers in "sit-and-listen schools" do not usually observe this rule!

(b) *Children learn most easily if new learnings are built upon old learnings.* In other words new knowledge should spring out of what the child has experienced. The immigrant child who recited from "The Village Blacksmith"

"It seems to him like her mother's voice
Singing in Paris"

had a background in which Paris played an effective part. "Paradise," on the other hand, was entirely outside the child's experience. We call this rule the Law of Apperception.

(c) *Children learn most easily if they are in a frame of mind to learn; if they are ready to learn; if they have*

what the psychologist calls "The Favorable Mind."
Shakespeare's child

"Like snail, unwillingly to school"

did not have that disposition to learn which makes learning a pleasure. We call this the Law of Readiness or Preparation.

- (d) *Children learn most easily if the thing to be learned catches their interest.* The deadly dull, unattractive thing does not lend itself to economical learning. We call this rule the Law of Interest. A clever teacher knows how to appeal to children's interests. That is what children mean when they say a teacher "makes things interesting."
- (e) *Children learn most easily if a new thing-to-be-learned (as a certain skill process in arithmetic) is presented slowly and patiently and if drill upon the new skill is spread methodically over a considerable period of time until by repetition the reaction becomes nearly automatic.* "Practice makes perfect." We call this the Law of Exercise. It is one of the fundamentals of all learning.
- (f) *Children learn most easily if their individual abilities and needs are recognized.* We are not all alike. No one of us is consistently good as a learner in all fields. A good teacher recognizes individual differences and adjusts the load to the capacity of the learner. No competent teacher wishes all children to be alike. She prizes the characteristic differences among children which reveal individual gifts and talents.¹

26. Summing up your reactions to myself and to my work with children, into which of the following groups do you think I belong?

¹ The author gratefully acknowledges his debt to the late Samuel Chester Parker in this connection.

Group A.

The teacher in this group likes children. She is interesting as a person, shows good taste in dress and speech, has a fine cultural background, is artistic and adaptable to a high degree. She is abreast of the times professionally, is aware of impending changes in education, and the atmosphere of her classroom and her results with children indicate that a progressive philosophy of education is in progress.

Group B.

The teacher in this group has many of the above qualifications, but not all, nor to so marked a degree. She is decidedly above the average, however, and has possibilities, with helpful supervision, of becoming a Group A teacher.

Group C.

The personality and professional ability of the teacher in this group are not sufficient to lift her above her fellows. She may be a willing and conscientious worker but exhibits little creative ability in her work and lacks imagination. This class represents the large group of teachers who do steady, acceptable work of even tempo.

Group D.

Teachers in this group are on the border of failure but are not entirely lacking in qualities which make for a satisfactory teacher. There may be "salvageable" material among them.

Group E.

The teachers in this group are failures from the standpoint of personal qualities and are a liability rather than an asset. They present an unsurmountable problem to the school.

Study-Group Conference Suggestions

1. Select a class for visitation and apply the criteria contained in this chapter. Discuss the results. If group visitation is not possible, call for volunteers to visit and report.
2. Read Chapters II, III, IV, and V in Gustin and Hayes, *Activities in the Public Schools* (University of North Carolina Press, 1934). What do you think of the type of room organization advocated by the authors? In what way could their ideas be extended to afford an even richer environment?
3. Ask volunteers to report on the following articles in *Progressive Education* for 1927 (bound volume):
 Yeomans, "Some Comments on Environment."
 Taylor, "The Co-operative Planning of a School."
 Knox, "New Schools For Old."
 Pratt, "Making Environment Meaningful."
Special attention should be paid to the illustrations which are illuminating.
4. Discuss the illustrations in "A Day at School" (McCready and Nichols) and "Willingly to School" (Claire T. Zyve).
5. The members of the group should be encouraged to watch The Architectural Record, The Architectural Forum, and The American School Board Journal to gain ideas on functional school architecture. A review of the files from 1934 to the present will prove profitable.
6. Ask a group member to report on the September (1937) number of *Childhood Education*, "Emphasizing Trends in Improving the School Environment." This is an excellent reference for discussion.

C H A P T E R I V



The School Curriculum

Are we teaching subjects or are we helping children learn?

THE conventional traditional school, as we have seen, organizes children into military units called grades and sets up goals in various school subjects which children must reach or "fail to be promoted." The net result is to force teachers to value subject matter much more than children. The teacher is required to "cover" so many processes in arithmetic in her particular class, so many skills in reading, so many "common errors" in English, so many facts in the social studies. Often she is rated and sometimes actually paid by the subject matter results she obtains. No wonder that the poor teacher who has subject matter dinned into her ears by her "superiors" does her best to "get over" the required subject matter even though her pupils may not be able to acquire it for one or more of many possible reasons.

In the modern progressive school, therefore, we take our stand as regards curriculum, upon the assumption that children are more important than subjects and that subjects are merely means to an end, the end being the continuous effective learning of children.

Where, then, does a teacher place school subjects in her thinking about the modern school? It is wise to be practical and definite about this lest children, teachers, and parents become confused and the children suffer. Let us go back to something we said in an earlier chapter and lay our foundation

slowly and securely. We said in Chapter I, "The informal school looks upon the curriculum as a sequence of desirable life experiences."

Apparently this is a very innocent statement but think what it means in actual practice. It eliminates, at one blow, the conventional courses of study which assign to a given grade certain segments of "subject-matter-to-be-learned." For example:

Grade Four

Arithmetic — Continue drill on addition and subtraction and introduce two-place numbers in multiplication.

Geography — Cover the New England, the Middle Atlantic, the Southern and the Central States.

History — Cover the textbook from the Period of Discovery and Exploration to the Revolutionary War.

And so on and so forth in a dozen other school subjects.¹

From the progressive point of view, such assignments are indefensible, not only because we disbelieve in such mechanical contrivances as "grades," but because we are interested only in knowing what life experiences are most necessary for a group of children at the age-levels at which we find them. Once we determine these, we will select such subject matter as contributes to our aim. Let us go back a few paragraphs. We said "It is wise to be practical and definite about this." What then are the first steps in our thinking about the curriculum in the progressive school? Let us make a list of the things we need to think about in this connection.

1. We need to know far more than we do at present about the needs and abilities of children at those various age-levels which are of major significance. Each age-level is really a problem in itself but for convenience we can isolate certain stages of growth which can be used as bases for curriculum development.

¹ Lest the reader think this an exaggeration may we say that at one time California listed over thirty subjects to be taught in the elementary school. At the present time this has been reduced to twelve plus "not to exceed three others."

2. We can call the first stage *Early Childhood* and under this heading we can include children from the age of two years to eight years inclusive. It is very interesting to note that one of our recent books on education by Ilse Forest is called *The School For the Child From Two to Eight*. This block of child growth includes children of the day nursery, nursery school, kindergarten, and early primary grade ages and it is a great convenience as well as psychologically sound to plan a curriculum to cover this entire field as a unit, rather than to plan curricula for nursery school alone, for kindergarten alone, or for each of the various types of first grades which are found today in American schools. Curriculum making for these children means, then, the determination and selection of life experiences which will contribute most effectively to the growth and development of children of these ages. (Day Nursery, Nursery School, Kindergarten, Grades 1-2-3.)

3. We can call the second stage *Later Childhood* and here we can include children from eight years of age to twelve years. For these children our curriculum will be determined by their needs and abilities and will be realized in a sequence of life-experiences. (Grades 4-6.)

4. We can call the third stage *Early Adolescence* and this period includes the difficult, troubled, emotional years from twelve years to fifteen years. These ages are usually found in the upper grades of eight-year elementary schools and in junior high schools. (Grades 7-9.)

5. The fourth stage is *Later Adolescence* and we include here the chronological ages between fifteen years and eighteen years inclusive. In general these children are found in the last years of the conventional American high school or in what in some cities is called the senior high school. (Grades 10-12.)

6. The last stage is obviously found in *The School For Eighteen to Eighty!* In other words our curriculum planning must not cease with children but must go on to include the continuous education and re-education of all adults.

Since the average American elementary school begins with

the kindergarten and ends with the sixth grade, we are immediately concerned in this chapter with curriculum building for *Early Childhood* and for *Later Childhood*.

What do we need to know, therefore, about the curriculum for little children? Let us consider in this connection the place of the curriculum in the education of little children between the ages of two and eight years of age. May we go back, first, to an earlier page where we discuss the results which society has a right to demand of the schools. We agreed that in general they fell under the following heads:

1. The building of right personal and social habits.
2. The acquisition of skills necessary in daily life.
3. Orientation of the child to the natural and social worlds in which he lives.
4. Acquisition of such parts of our cultural heritage as the child can comprehend and assimilate.
5. The development of individual talents and abilities.

What experiences, then, may little children have in nursery school, kindergarten, and the early primary grades which are likely to yield these desired ends? We must remember that the sequence of these experiences constitutes the curriculum for early childhood.

I. Early Childhood

What goes on in a well-organized nursery school? Here is a very brief account of a nursery school:

Mine is a Federal Nursery School and the staff consists of a director (myself), an assistant, a cook, and the janitor who is an all-around handy man. We have three major aims:

1. To train children between the ages of two to five years in normal habits and emotions.
2. To develop parent education so that mothers and fathers may learn how to care intelligently for their children.
3. To act as an experimental station wherein we can learn as much as possible about the growth of small children.

Our daily program is as follows

- 9-10 A.M. Health Inspection.
- 10-11 A.M. Supervised Play.
- 11 A.M.-12 M. Orange juice and cod-liver oil.
- Preparation for lunch.
- Rest.
- Luncheon.
- 12 M.-1 P.M. Sleep.

We have conferences with parents regularly. Records are carefully kept; height and weight being the best indices of growth. The chief topics in these conferences are diet, health, and behavior problems.

Our curriculum of daily experiences is steered toward the following goals:

1. A better balanced diet than is found in most homes.
2. Good play facilities and wide experience in play.
3. Building good social habits.
4. Correction of difficult behavior problems.
5. Socialization of children.
6. Exploration in art and science.
7. Transfer of what is learned in the nursery school to the home situation.
8. Demonstration of good educational procedure for the benefit of mothers and fathers.
9. Better articulation with the kindergarten¹.

Note that here the curriculum is determined by the goals and children are led into such experiences as will contribute directly and effectively to those goals.

A program for an all-day nursery school is given by Ilse Forest in *The School for the Child from Two to Eight*.²

8.45-9.30 A.M. The children arrive, are inspected by the doctor or the nurse, and then go to play, outdoors or indoors, according to the weather.

9.30-10.00 A.M. Wraps are removed, the children helping themselves as much as possible. They go to the bathroom, attending to the toilet and washing their hands.

10.00-10.30 A.M. Midmorning lunch — a very simple affair in the all-day school, followed by a brief rest on mats.

10.30-11.15 A.M. Play, outdoors or in.

¹ Prepared by Mrs. Helen Salisbury, Los Angeles City Schools.

² Ginn and Company, 1935.

11.15-11.30 A.M. Brief directed activity — music, or stories, or games for those children who enjoy it.

11.30-12 M. The children wash for lunch and take a brief rest on their cots. Often they remove their shoes and put on bedroom slippers, so that they may get ready for their afternoon rest with the least possible confusion.

12-12.45 P.M. Luncheon. The children sit at tables with the nursery school teachers. Usually they are served by an adult, sometimes carrying their empty plates back to the pantry. The children are encouraged to eat in business-like fashion, without too much dallying. Pleasant conversation is encouraged. No one is expected to remain after he has finished. He goes to the bathroom and then undresses and settles down for the long afternoon nap. Sometimes a slow child is given a few extra minutes to finish the main part of his dinner.

1.00-2.30 or 3.00 P.M. Most of the children sleep. Those who wake in an hour may look at picture books or play quietly.

3.00 P.M. A glass of milk and quiet play until called for to go home.

What goes on in a good modern kindergarten? The obvious answer: Such experiences as contribute directly and effectively to the goals which have been set up in the earlier pages of this book. In most kindergartens the daily program runs somewhat as follows:

9.00-10.00 A.M. Individual or group enterprises selected by the children in co-operation with the teacher. This involves constructive activities of many kinds, dramatic play, painting, drawing, caring for pets, observation of growing plants or life in the aquarium, etc. It is the teacher's job (among many others) to guide the children's choices toward experiences which lead to the selected goals and eliminate those which do not. This period is usually (but not necessarily always) followed by a group discussion in which evaluation is made and plans for the future are formulated.

10.00-11.00 A.M. Games followed by morning lunch and rest period.

11.00-12.00 M. Recess followed by "appreciations" i.e. art, music, listening to stories, rhythms, dances.

What are the goals in a modern kindergarten? In general we expect these children (1) to develop physically to maximum capacity (2) to develop mentally and emotionally in a normal

manner (3) to make those finer adjustments which a more complex social environment makes necessary (4) to develop new patterns of behavior and to refine those learned in nursery school (5) to learn about the environment in which he moves at home and school and to have it interpreted to him through the medium of his school (6) to learn as many of the social and ethical ideals of the race as his age-level will permit and (7) to develop his special and individual talents.

How are these goals to be reached? Just as the similar goals set forth for the nursery school are to be reached — through daily experiences selected on the bases of his interests and needs.

A later chapter in this book is devoted to an extended discussion of reading readiness but it is necessary here to explain that in the modern progressive school, *learning to read is not the element which differentiates kindergarten from first grade*. In our more advanced schools these labels "nursery," "nursery school," "kindergarten," "first grade," etc., have been completely discarded and we are using them in this present chapter merely for the purpose of identification. In our philosophy which affirms the continuous growth of children from one birthday to the next, we cannot tolerate artificial barriers, and reading falls into its natural place when children are ready to learn to read as one of the many desirable experiences which go on concurrently in the classroom. Again, for purposes of identification only, we are discussing the following paragraphs (1) a situation where reading is not a factor and (2) a situation where reading is one of the major interests in the classroom.

What goes on in a good "Transition" or "Junior" or "Pre-Reading" first-grade room? One of the most inspiring books available in this connection is Miss Lula E. Wright's *A First Grade at Work*.² In this book Miss Wright, teacher of a pre-reading first grade in Lincoln School, tells clearly and understandingly just what happens in such a situation. Here is a sample of a day's work:

² Bureau of Publications, Teachers College, Columbia University (1932).

WORKING PROGRAM: PRE-READING FIRST GRADE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	9.00-9.30 Rhythms	*	*		Science in connection with unit
10.00	9.30-10.00 **	9.30-10.00 Rhythms in the gymnasium	9.30-10.30		Games and work with apparatus in gymnasium
10.00	10.00-10.30 Play on roof	**	Household arts	Play on roof	Painting, drawing, or clay work
11.00	10.30-11.00	Mid-morning lunch. Discussion			
11.00	11.00-11.30 Music	Painting, drawing, or clay work	Music	11.00-12.00	11.00-11.30 Music
11.30	11.30-12.30 *	11.30-12.15 Industrial arts	11.30-12.00 Play on roof	Industrial arts	11.30-12.30 *
12.00	12.30-12.50 Business (class) appointing committees	12.15-12.50 Nature study	12.00-12.50 Painting, drawing, or clay work	**	12.30-12.50 **
1.00	Dismissal				

* Choice of experiences and block play.

** Stories, verse, group composition, or dramatic play.

What happens during the free experience periods? Some children paint at easels conveniently placed and well-equipped with colors and brushes. (See Plate XXIII.) Other children play with building blocks which are arranged as trains, boats, airplanes. (See Plate XXIV.) A group builds airplanes at the workbench. Other children fashion boats out of light wood, or chairs and tables, or beds and dressers. A clay table affords opportunities for children who like to model. A well-equipped library table is accessible to children drawn toward books and reading. A conference or discussion follows each activity period to report on work accomplished, problems encountered, plans for the next day's work. A "clean up" period follows, followed by mid-morning lunch. Rhythms, story-telling, occasionally some phase of household arts fill the time before the mid-day lunch. The afternoon period is not quite the same on any two successive days. Sometimes it is devoted to industrial arts, music, play upon apparatus followed by a more quiet period devoted to literature and dramatic play. Sometimes it is used for excursions and field trips, sometimes for simple cooking or experiments in science. For a summary of a year's work in this type of room the reader is referred to Miss Wright's closing chapter entitled "A Brief Survey."

In many localities pre-reading first grades operate from 9 A.M. to 2 P.M. In general the only difference in the programs of good progressive schools operating on a five-hour basis and the program described by Miss Wright is the substitution of an hour for luncheon and the placing of the period from 12 M. to 12.50 P.M. on Miss Wright's program into the remaining hour from 1 to 2 P.M.

What goes on in a good primary room where reading has developed into a major interest? Here is a daily program of such a room in Lincoln School taken from that excellent book by the Lincoln School Staff, *Curriculum Making in an Elementary School*:¹

¹ Ginn and Company, 1927.

DAILY PROGRAM. GRADE I, CLASS 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 10.00	9.00-10.00 Self-initiated period and block play		9.00-9.45 Assembly or reading	9.00-10.00 Cooking Self- initiated period and block play	9.00-9.45 Industrial arts
10.00 11.00		10.00-10.30 Creative Music	9.45-10.30 Industrial arts	10.00-10.30 Creative Music	9.40-10.30 Reading

10.30-11.00
Lunch. Discussions and Stories

11.00	11.00-11.20 Reading	11.00-11.30 Industrial	11.00-11.15 Optional	11.00-11.20 Reading	11.00-11.20 Stories
12.00	11.20-11.50 Gymnasium	11.30-12.15 Yard	11.15-12.15 Yard blocks	11.20-11.50 Gymnasium	11.20-11.50 Gymnasium
12.00	11.50-12.50 Fine arts	12.15-12.50 Reading	12.15-12.50 Stories and dramatic play	11.50-12.15 Reading	11.50-12.15 Dramatic play
1.00				12.15-12.50 Dramatic play	12.15-12.50 Fine arts
12.50-1.00 Getting Ready to go Home					

The following paragraphs from *Curriculum Making* will show how reading interests developed:

In the very beginning there is no pressure brought to bear by the teacher to force reading at once. The teachers have usually put up bulletins which welcome the children to school or which say some-

thing about the summer and its experiences. There are pupils' names and names of various classroom materials prominently attached to the owners. Chiefly, however, the emphasis is placed on readiness for reading. Busied with things of personal interest, the pupils rather naturally come to reading the bulletins which record these interests. The teacher has written:

How did you come?

By train?

By boat?

By automobile?

Appropriate pictures accompany the bulletin, and pupils' names are put in the proper place. This is the beginning. Other experiences, other activities, are talked about, and the pupils make up simple stories which the teacher makes into a bulletin. The bulletins are printed in large manuscript and are on oak tag paper. They are displayed until the pupils are rather familiar with them.

Morning lunch is served to primary classes. The teacher makes this bulletin:

I will take milk.

I will take crackers.

I will take an apple.

Very soon pupils know where to place their names, because they want to be sure to get the lunch they choose.

A vocabulary based upon the room activities begins to take form. If it is a farm activity, such words as "farm," "farmer," "house," "barn," "horse," "sheep," "cow," and "field" begin to become a part of the child's reading vocabulary. He recognizes them when he sees them and can now assist in preliminary reading of the bulletins about the farm activity. If it is a village community he learns very soon such words as "streets," "houses," "stores," and "buildings." The learning of the words is incidental, however, to knowing the meaning of the sentence in which they occur. And that knowing of the meaning is again incidental to having had the real experience out of which the sentences grew.

As a consequence, the reading vocabulary is built rather slowly at first. In preference there is being developed the richness of experience, the need for reading, and a familiarity with books which the child sees others using and which he begins to want to use. Tests of reading ability for the first grade are not very satisfactory. Very little time is given in the first grade for actual training in reading. Twenty minutes daily is as much as any group has. During that twenty minutes the teachers do begin to use some practice materials. They take the bulletins which have been made

and cut the sentences into parts to be matched. Then they provide for drill on significant words. They play games and make an effort to stimulate those pupils who are ready for reading. They help those in every way possible to master the skill, taking care always that the child does not wish then to devote himself wholly to reading.

Besides the bulletins, copies of which are made into mimeographed class booklets, the pupils usually read two or three easy books. There is a supply of easy books always available for individual use, and many pupils read large numbers of books before the end of the first grade.

What goes on in a good primary room where the children have learned to read quickly and accurately and where "reading to learn" has replaced "learning to read"? The following program is taken from Hughes—“Carrying the Mail, A Second Grade's Experiences,”¹ and has been adapted to fit the needs of a second grade operating on a five-hour day.

TENTATIVE DAILY PROGRAM: GRADE II

9.00-10.00 A.M. Choice of Activities. (Cooking 1 hour weekly.)

10.00-10.30 A.M. Discussion. (Conference Period.)

10.30-11.00 A.M. Language Arts, Dramatic Play, Science Experiments or for developing techniques.

Music occurs in this period on alternate days.

11.00-12.00 M. Play. (Games, rhythms, etc.)

12.00-1.00 P.M. Noon Luncheon.

1.00-2.00 P.M. As above 10.30-11.00 A.M. omitting music.

Trips are scheduled on Fridays two or three times a month, according to the group schemes and the weather.

A good suggestive program for a third grade will be found in Keelor and Sweet, *Indian Life and the Dutch Colonial Settlements* (Bureau of Publications, Teachers College, Columbia University), pages 270-279. Notice that in the program on page 271, arithmetic has become a factor in the day's work. In this connection, the reader is referred to Chapter XVII, *Number Experiences in the Units of Work*, pp. 240-249.

In the preceding pages enough has been said to indicate

¹ Bureau of Publications, Teachers College, Columbia University, 1933.

good present practice in program making in the Lower School. For the sake of the teacher and the parent who may be bewildered by the many items discussed, the following suggestions as to the daily program are offered.

Meticulous time allotments have nearly disappeared from our better progressive schools. Since our daily program is an experience program, and since experiences are many and varied, and change both in form and emphasis from day to day, it is unwise to limit the teacher by a lengthy program or one confined within rigid time limits. It is far more sensible to say: "We know fairly well the 'fields' or 'areas' of experience in which little children are interested, so plan your daily program so as to include some experiences from each field. This will provide a balance and a control over learning which is essential. It will not be amiss to suggest to you that your formal daily program be limited to the fields of experience which are valid under the circumstances and work out details anew for each succeeding day."

While opinions may rightly differ among good primary teachers, most of them will be happy to work on a daily program somewhat as follows:

Dramatic Play
Nature Study
The Language Arts
Creative Expression
Construction
Skills

1. Dramatic Play.

"Every day in their play the children were continually changing their personalities, and living the lives of things and beings other than themselves. — They were impersonating all the things to which they were being made sensitive in their lives and which they were seeking consciously or unconsciously to understand and know more about." (Lula E. Wright, *A First Grade at Work*, page 138.¹)

¹ Bureau of Publications, Teachers College, Columbia University, 1933.

2. *Nature Study.*

The interest of little children in the natural world need not be labored. Pets; wild animals; plants; trees; sun, moon, and stars; the weather; the school garden; gathering wild flowers—all these are familiar and loved by little people.

3. *The Language Arts.*

The authors of *An Experience Curriculum in English*² discuss this area of experience under five headings—Literature, Reading, Creative Expression in Language, Communication, and Corrective Work. If the teacher accepts the idea that "speech is a form of social behavior" she will see the tremendous implications of a modern program in language.

4. *Creative Expression.*

This area represents those experiences in which one strives to express himself through any appropriate medium—drawing, painting, modeling in clay, music, rhythms, dances, poetry, prose, and so on through many categories.

5. *Construction.*

This is an awkward term for manipulative experiences of all kinds which lead to making something of use. A glance at the illustrations in this book will reveal many instances of work with tools to enlarge experience and enhance and illumine meanings. (See Plates XXV and XXVI.)

6. *Skills.*

Many of these are implied in the foregoing areas of experience but it seems advisable to recognize the fact that skills considered by themselves have value on the daily program. The teacher should enlarge her idea of skills beyond academic skills such as word recognition, using a

² Appleton-Century Co., 1935.

table of contents, writing correct letter-forms, etc. to include bodily and social skills as well. Learning to walk correctly requires physical skill. To be at ease in the company of others requires social skill.

II. Later Childhood

We are concerned in this part of the chapter with the matter of curriculum building for the ages from eight to twelve, the children usually found in fourth, fifth, and sixth grades. Here the pressure upon the classroom teacher to forget all about children and to teach subjects is enormous. Usually her course of study insists upon a definite time allotment for reading, writing, spelling, language, history, geography, arithmetic, thrift, safety, morals and manners, music and art. There is little wonder that in trying to "cover" these subjects and "reach standards" the harassed teacher forgets the human side of her job. If children cannot absorb the required subject matter she is directed to "fail" them and if she has the misfortune to have a rather backward group she is likely to be severely criticized by her superiors for not achieving the impossible.

The way out is painless and simple — it lies in the answers to three questions:

1. What do you want these children to learn?
2. In what large fields or areas are they interested?
3. What experiences should they undergo to reach the goals you have set for them?

The answer to question No. 1 has appeared several times in the preceding pages but let us list once more the goals which society has a right to expect of the schools:

1. The building of right personal and social habits.
2. The acquisition of skills useful in daily life.
3. Orientation of the child to the natural and social world in which the child lives.

4. Acquisition of our cultural heritage.
5. The development of natural abilities and talents.

Accepting these as our goals our next step in curriculum building is to choose from the large areas or fields of children's interests those experiences likely to realize the selected goals. At the present time our curricula are built largely on the assumption that adults know best what is good for children regardless of the tastes, natural interests, and abilities of the children themselves. From the progressive point of view we are keenly interested to begin curriculum building from the other end of the line — building directly upon children's interests and needs.

What are these large interest fields? We admit cheerfully that we do not know as much as we should about the interests of children, but we are reasonably sure that the following list includes many of the interest fields of children from eight to twelve years of age.

1. *Nature and Science* — living and growing things; the earth we live on; sun, moon, and stars; sea life; the weather; magnetism and electricity — these are just a few instances from an immense field.

2. *People* — other children; grown-ups (providing these are interesting) — policemen, firemen, the U.S. Marines, pygmies, dwarfs, Indians, Lindbergh. The possibilities here are limitless.

3. *Places* — at home or abroad; the green hill above our schoolhouse; a near-by brook, the old swimming hole, mountain tops, beaches, Greenland, the South Seas, a busy street corner, "foreign ports."

4. *Machines and Tools* — airplanes, the China Clipper, battleships, and streamlined trains are all products of the Machine Age. Children love to watch the expert handle his tools — the potter at his wheel, the machinist at his lathe, the farmer on his tractor.

5. *Adventure* — children love excitement and suspense. Robin Hood, St. George and the Dragon, Byrd and polar exploration, adventuring into the stratosphere, Treasure Island,

robbers and cops, the G Men, pirates — all these are possibilities.

6. *Practical Arts* — most children like to work with their hands, to make things, to see an idea take visible and tangible form — weaving, cooking, carpentry, gardening, model-making, carving, building stage settings.

7. *Creative Expression* — writing and acting plays, creating dance-forms, modeling in clay, painting, making jewelry, writing verse, writing original stories, publishing a magazine, writing music.

8. *Free Expression* — this means doing things for the sake of doing them rather than for the possible end-products — playing games, dancing "just for fun," pleasure-reading, riding, swimming, boating, camping, running, looking at pictures, listening to music. (See Plates XXVII, XXVIII, XXIX, and XXX.)

Our next problem in curriculum-building is to effect a proper integration between the goals society demands of the school and the major interest fields noted above. What is the first step? Obviously we must set up a tentative daily or weekly program which will provide such integration through desirable and worth-while experiences. Instead of the painfully meticulous "time-schedule of subjects" found even today in most American schools we are proposing a daily time division of the child's day at this level somewhat as follows:

9.00-10.00 A.M. *Social Studies* (daily)

Here we adopt the definition of the social studies found in the *Fourteenth Yearbook* of the Department of Superintendence² — "The social studies embrace bodies of knowledge and thought pertaining to the relations of human beings — men, women and children — to one another and to the physical environment in which they live and work." It is assumed that materials will be drawn from fields No. 2, People; No 3,

² *The Social Studies Curriculum*, National Education Association, 1936, p. 53.

Places; No. 4, Machines and Tools; No. 5, Adventures in the list above. It is assumed further that these materials will be organized in large "units of work" or "centers of interests" in the manner suggested in Chapter VII of this book.

10.00-11.00 A.M. *Nature and Science* (daily)

This is field No. 1 in our schedule and is to be organized on the unit basis. An *excellent* list of topics in science for these middle-grade age-levels will be found in the *Thirty-first Yearbook*, Part One, of the National Society for the Study of Education, *A Program for Teaching Science*, pages 183-191.

11.00-12.00 M. *Practical Arts* (every other day)

The possibilities here are indicated in Major Field No. 6. We assume that the school has provided a simple general shop for both boys and girls, a cooking-sewing room, and a garden in climates which permit of gardening for the better part of the school year. In colder climates a simple greenhouse affords many opportunities for first-hand acquaintance with plant life.

11.00-12.00 M. *Free Expression* (every other day)

It is suggested that Practical Arts and Free Expression alternate on the weekly program. This hour will be devoted to a varied program of physical education and hygiene, rhythms, dancing, directed and free games, hobbies, or any other worthwhile experiences falling in this field.

1.00-2.00 P.M. *Creative Expression* (every other day)

This hour may be devoted to any of the experiences noted in Major Field No. 7 depending upon the abilities of the class, their needs, their opportunities, the insight and good judgment of the teacher.

1.00-2.00 P.M. *The Language Arts* (every other day)

This period alternates with Creative Expression. It is to be devoted to (1) current events (2) copious informational or

factual reading (3) reading for fun (4) debates (5) conferences (6) informal programs involving a maximum of language experiences (7) reading poetry (8) chorric verse (9) informal dramatization (10) vocabulary building.

2.00-3.00 P.M. Arithmetic and Other Skill Subjects (daily)

This is essentially a workshop period for building number skills, practice in reading skills, language skills, penmanship, spelling, etc. In actual practice the teacher will be well advised to plan to spend half of the hour on arithmetic and the balance on *one* skill in some other field on which work needs to be done.

For example, it has developed in the social studies period that the children are not at home on the map of the world and the teacher senses the need for map drill. Or the children are not sufficiently familiar with accepted letter-forms and must be taught them. Or the children may have great difficulty in finding the answers to specific questions in their science reading and the teacher has prepared remedial practice material for them in this field.

Again in actual practice it is assumed that the above program will be modified to allow for the necessary recesses, mid-morning lunch, noon luncheon and an adequate rest period. The sequences of topics, or units, or centers of interest in the various interest fields will be treated in Chapter VII of this book.

Study-Group Conference Suggestions

1. With books open let the members of the group follow the leader while he comments upon Chapters I-IV inclusive of Mrs. Mossman's *Teaching and Learning in the Elementary School* (Houghton Mifflin & Co., 1929). If the group is limited for time there can be no better introduction to the experience curriculum than this classic in American educational literature.
2. Ask each member of the group to provide himself with a copy of the *Tenth Yearbook* of the Department of Supervisors and Directors of Instruction of the National Education Association, *The Changing*

Curriculum (Appleton-Century Co., 1937). Select persons to present the high lights of each chapter as briefly as possible, then call for general discussion. Chapters IX, X, XI should receive extended consideration.

3. Read and discuss Chapter VII, "Scope of the Curriculum," in Caswell and Campbell, *Curriculum Development* (American Book Co., 1935).
4. Read and discuss Chapter X, "The Work Period"; XI, "The Free Play Period"; and XII, "The Library and Story Period," in Foster and Headley, *Education in the Kindergarten* (American Book Co., 1936). It is hoped that this sampling may encourage the group to pursue further this delightful book.
5. Ask each member of the group to browse through Ilse Forest, *The School for the Child from Two to Eight* (Ginn & Co.), and present some topic for discussion.
6. Ask for a volunteer to report on and discuss *A Conduct Curriculum* by Patty Smith Hill (Scribner's, 1923).
7. Appoint a small group to report upon the suggested curriculum for the Lower School found in Andrus, *Curriculum Guides* (John Day, 1936). This is an excellent source book for information on the "School for the Child from Two to Eight."
8. An excellent reference book on the curriculum for the Lower School is Garrison, Sheehy, and Dalgliesh, *The Horace Mann Kindergarten for Five-Year-Old Children* (Bureau of Publications, Teachers College, Columbia University, 1937). A very profitable group discussion could be held upon Part II, "The Curriculum."



Reading Readiness

Shall a child learn to read when he is ready or as soon as he enters the first grade?

But to return to my own history. I had now attained the age of six; shall I state what intellectual progress I had been making up to this period? Alas! upon this point I have little to say calculated to afford either pleasure or edification. I had increased rapidly in size and strength; the growth of the mind, however, had by no means corresponded with that of the body. It is true, I had acquired my letters, and was by this time able to read, imperfectly, but this was all, and even this poor triumph over absolute ignorance would never have been effected but for the unremitting attention of my parents, who, sometimes by threats, sometimes by entreaties, endeavored to rouse the dormant energies of my nature and to bend my wishes to the acquisition of the rudiments of knowledge, but in influencing the wish lay the difficulty. Let but the will of a human being be turned to any particular object, and it is ten to one that sooner or later he achieves it. At this time I may safely say that I harbored neither wishes nor hopes; I had as yet seen no object calculated to call them forth.

GEORGE BORROW, in *Lavengro*.

Borrow now goes on to show how this "backward," though "dull normal" child learned to read with understanding.

But the time was now at hand when the ice which had hitherto bound the mind of the child with its benumbing power was to be thawed and a world of sensations and ideas awakened to which it had hitherto been an entire stranger.

A young lady happened to call one day upon the mother of

this boy and left a small packet of books for the boy and his older brother.

A book of some description had been brought for me, a present by no means calculated to interest me; what cared I for books? I had already many into which I never looked but from compulsion....

The boy looked over two of the books and found nothing to interest him, but the third one had a different effect upon him.

I opened it and as I did so another strange thrill of pleasure shot through my frame. The first object on which my eyes rested was a picture; it was exceedingly well executed, at least the scene which it represented made a vivid impression upon me, which would hardly have been the case had the artist not been faithful to nature. A wild scene it was — a heavy sea and rocky shore with mountains in the background above which the moon was peering. Not far from the shore, upon the water, was a boat with two figures in it, one of which stood at the bow pointing with what I knew to be a gun at a dreadful shape in the water; fire was flashing from the muzzle of the gun and the monster appeared to be transfixed. I remained motionless, gazing upon the picture, scarcely daring to draw my breath, lest the new and wondrous world should vanish of which I had now obtained a glimpse: "Who are those strange people and what could have brought them into that strange situation?" I asked of myself; and now the seed of curiosity which had so long lain dormant began to expand and I vowed to myself to become speedily acquainted with the whole history of the people in the boat. (See Plate XXXI.)

When the boy had exhausted this picture, he examined a second with the same eager interest and then

A third picture, again a shore, but what a sweet and lovely one, and how I wished to be treading it. There were beautiful shells lying on the smooth, white sand, some were empty like those I had occasionally seen on marble mantel-pieces, but out of others peered the heads and bodies of wondrous crayfish. A wood of thick green trees skirted the beach and partly shaded it from the rays of the sun which shone hot above, while blue waves slightly crested with foam were curling gently against it. There was a human figure

on the beach, wild and uncouth, clad in the skins of animals, with a huge cap on his head, a hatchet at his girdle and in his hand a gun. His feet and legs were bare; he stood in an attitude of horror and surprise. His body was bent far back, and his eyes which seemed starting out of his head were fixed upon a mark on the sand — a large, distinct mark — a human foot print!

The true chord had now been touched. A raging curiosity with respect to the contents of the volume whose engravings had fascinated my eye burned within me, and I never rested until I had fully satisfied it. Weeks succeeded weeks, months followed months and the wondrous volume was my only study and principal source of amusement. For hours together I would sit poring over a page till I had become acquainted with the import of every line. My progress, slow enough at first, became by degrees more rapid, till at last under a "shoulder of mutton sail" I found myself cantering before a steady breeze over an ocean of enchantment so well pleased with my voyage that I cared not how long it might be ere it reached its termination.

And it was in this manner that I first took to the paths of knowledge. (See Plate XXXII.)

In this account of a small boy's intellectual awakening is a whole world of sound psychology and equally sound pedagogy. Let us see how current practice in American schools squares up with Borrow's description. We say "current practice" and not theory because here in America we are prolific in theory and speak learnedly about "the child" and "the emergent mind" and "individual differences" but these are mere phrases and in actual classroom practice we speedily forget them. All over the United States first grades in elementary schools are primarily reading classes. Learning to read is the standard experience in first grade and all other experiences are minimized or neglected entirely. Our whole graded system is based upon the idea that the first grade is a collection of six-year-old children whose job it is to master the art of reading. It is only very recently that our attention has been called to the fact that (1) children six years of age differ enormously in many respects (2) that reading is not a unitary process but a collection of many specific skills (3) that the ability to acquire these skills depends upon the presence of certain physical,

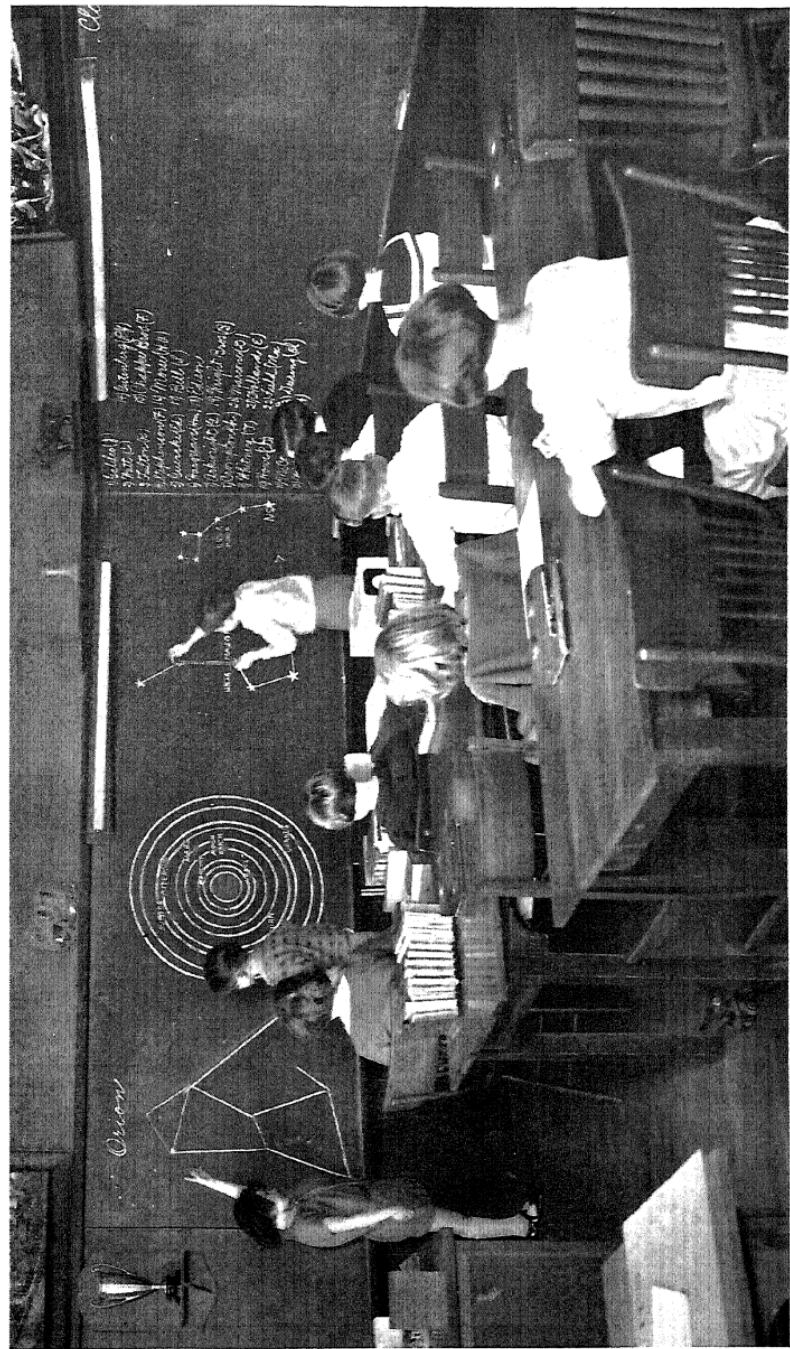


PLATE XXXVII. Interest Fields—Nature and science. (Page 64)



PLATE XXVIII. Interest Fields—Adventure. (*Page 64*)

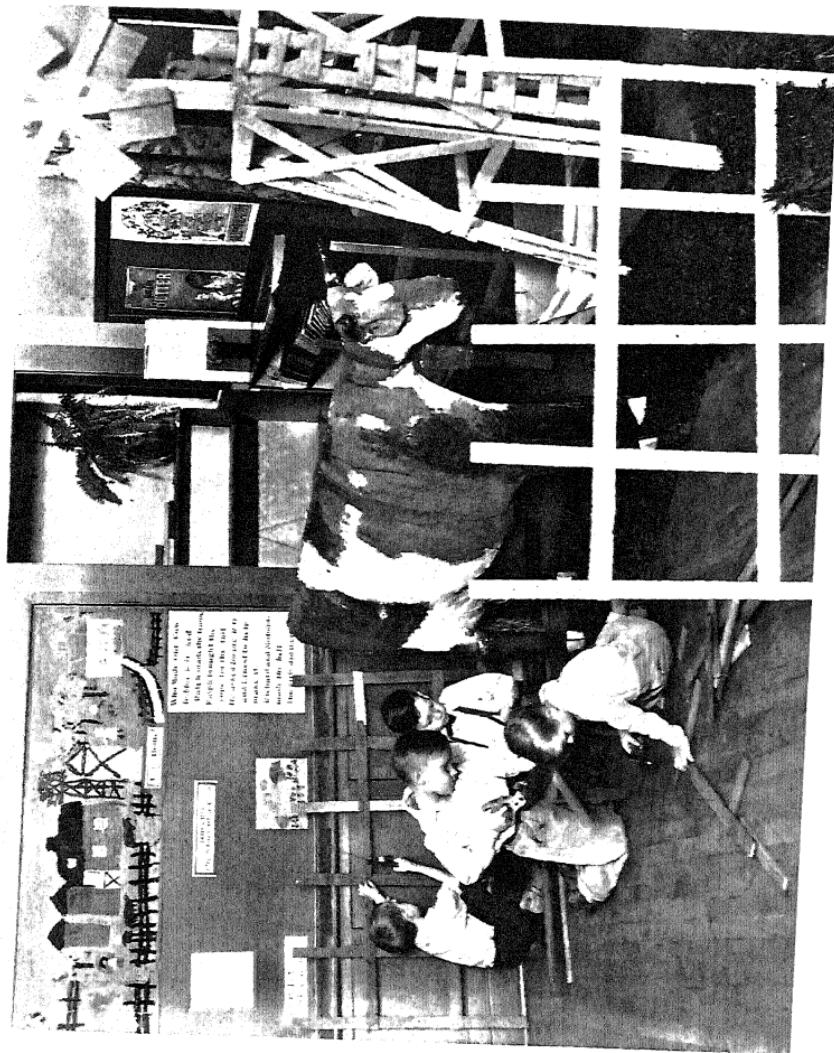
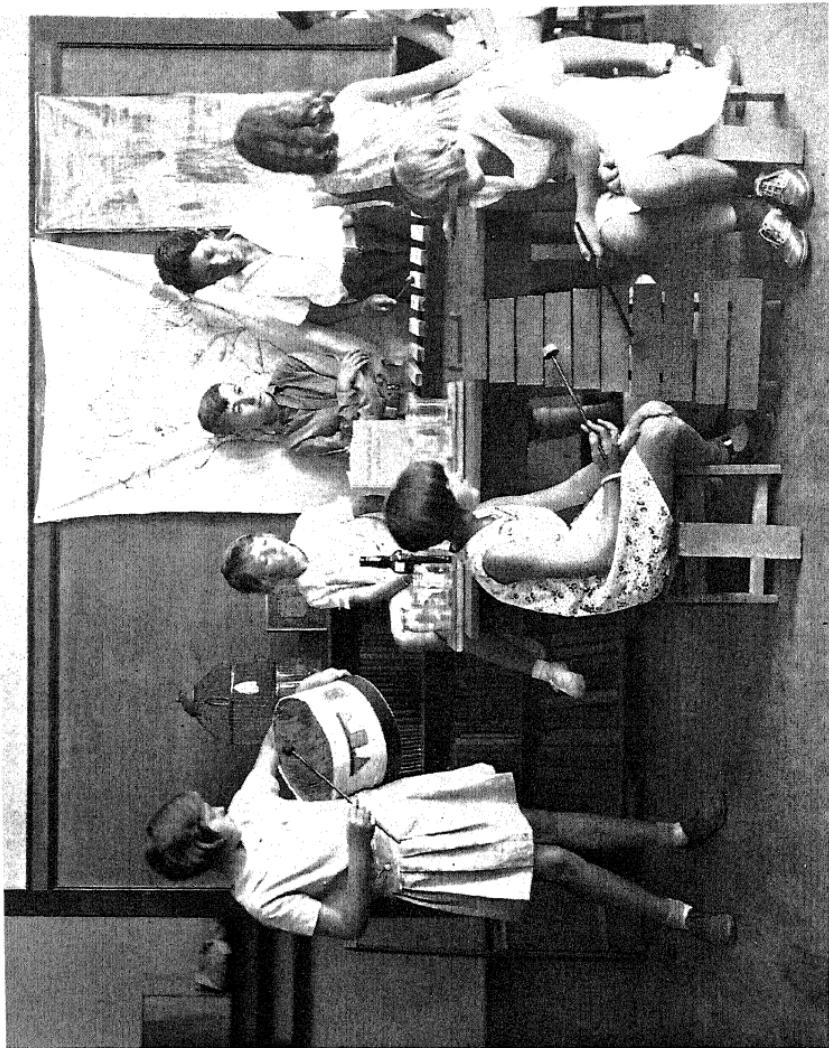


PLATE XXIX. Interest
Fields — Practical
arts. (Page 64)



'LATE XXX. Interest
Fields—Creative ex-
pression. (Page 64)



PLATE XXXI. "Now the seed of curiosity which had so long lain dormant began to expand." (Page 69)



PLATE XXXII. "I found myself cantering before a steady breeze over an ocean of enchantment." (Page 70)

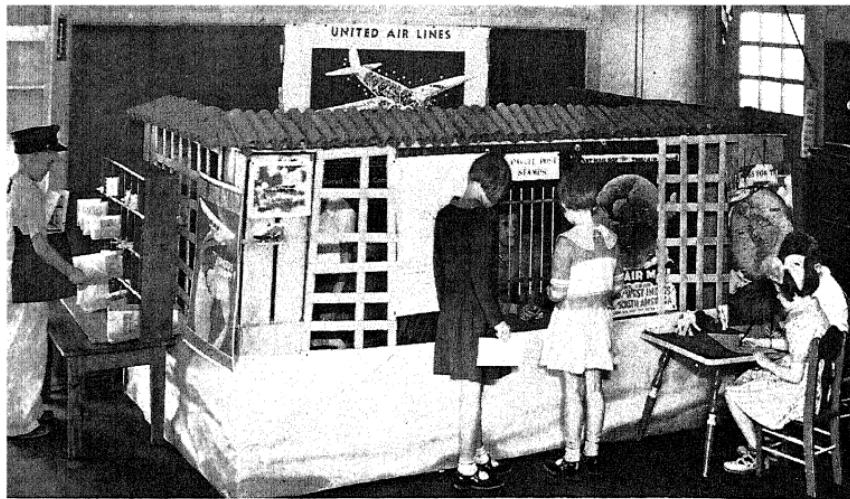


PLATE XXXIII. "Carrying the Mail" — the exterior of a classroom post office. (Page 88)



PLATE XXXIV. "Carrying the Mail" — the interior of the post office pictured above. (Page 88)



PLATE XXXV. Unit of work on life in the Old South. (Page 92)

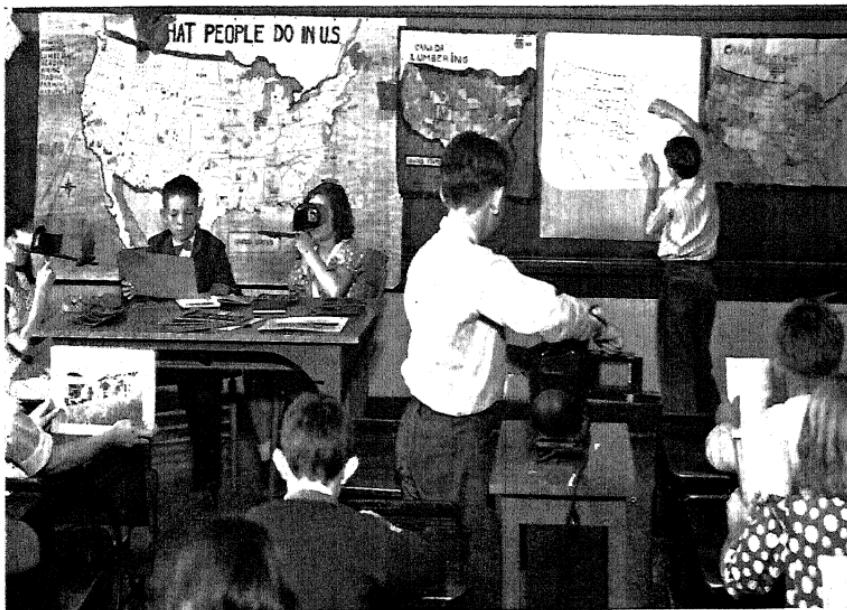


PLATE XXXVI. Unit of work on life in the United States. (Page 92)



PLATE XXXVII. Unit of work on life in the tropical forest. (Page 92)

intellectual, social and emotional characteristics and (4) that where these characteristics are lacking the attempt to force reading upon children will result in either partial or complete failure and build reactions which come to full flower in the middle grades in the form of maladjustments. In other words children will learn to read easily, happily, and effectively only when they are ready to learn to read.

Now one must be on his guard against two popular fallacies in this matter of reading readiness. First, the fallacy that regardless of the absence of those characteristics to which reference has been made any small child can be *made* to learn to read if sufficient pressure is put upon him. In a limited sense this is true as regards word recognition. Small children can be taught to memorize words and to recognize them on flash cards and on the printed page. The fallacy here lies in the idea that word recognition means reading. It is only one of the specific skills leading to reading which in the last analysis is the interpretation of thought from symbols. Children *can* learn words, *can* acquire a reading vocabulary and apply it with facility without any appreciation at all of the thought which the words seek to convey. True reading, therefore, is not just word recognition.

The second fallacy is that children are ready to read when the teacher is ready to teach reading. In many cases within our own classroom experience teachers who love to teach reading have persuaded themselves that their small pupils are ready to read when such was not the case. The teacher says in her most persuasive tone "Now, children, won't you just *love* to learn to read?" and the children promptly answer "Yes" because they know that that is the answer expected of them. Many a child has been conditioned to future failure in school by having reading wished on him by a teacher who deliberately closed her eyes to the symptoms of reading unreadiness.

What then are the essential elements of reading readiness? What are the factors whose presence make it likely that learning to read will be a joyous and successful adventure?

1. A wealth of experience.

The reason is obvious. The child's first reading will be reading based upon his own daily experiences in and out of school and he cannot interpret the thought which the symbols seek to convey unless the experiences described are meaningful to him. When he passes from experience reading from room charts and wall magazines into books he will find his first "stories" accounts of other childish experiences and if these are outside his own experience the reading he does will be the mere calling of words. Pennell and Cusack in their delightful book, *The Teaching of Reading for Better Living*,¹ clinch this point admirably:

Reading is no longer an activity carried on apart from the rest of the work of the day. It is made necessary because of some larger activity that is being carried on. — Practically all methods of teaching beginning reading advocate the making of units based on children's experiences as an introduction to this most complex process. For this reason the first-grade teacher continues to give the children the same type of experience already familiar to them in the kindergarten. Excursions enjoyed become the material for a language and reading lesson. Even the pre-primers, primers, and first readers of today are based upon children's experiences rather than on the cumulative tales, folk and fairy tales contained in the books of the past. All these changes make reading a less strange experience. The children find out more about the things they are already familiar with and enjoy, instead of being introduced into a foreign, fanciful realm with which they have had little or no experience.

The moral is obvious. If children come from homes which provide few living experiences of work it will be necessary to take school time to supplement the child's experiential life before he can attack reading profitably. In classroom practice this means the continuance of the child in non-reading groups providing rich classroom experience. At this point the reader is referred once more to Miss Wright's invaluable book, *A First Grade at Work*.

¹ Houghton Mifflin Co., 1935.

2. Good health.

A group of primary teachers who were having difficulty in teaching reading to their classes conducted an informal survey of the situation and consulted numerous psychology texts, books on remedial reading, and special talents and defects only to find that the real reason for failure was that the children were coming to school hungry! Undernourishment with its attendant discomforts and irritations makes any serious application to the task of learning to read an impossibility. This was an instance where hot cereal and milk in the first hour of school was indicated rather than psychological precepts. Teachers must be vigilant in watching for signs of physical discomfort and take steps to discover the causes. Until a remedy is found and a cure effected learning to read had better be postponed.

3. Good sight and hearing.

Many children in otherwise good health have defective vision and a low acuity in hearing. The presence of either defect is often an insuperable bar to success in learning to read. Defective eyesight usually makes itself known more quickly than defective hearing and the teacher will do well to have her pupils examined by a competent aurist. It is assumed that in a good school provision has already been made to test the children's vision. The accurate recognition of sound is such an essential factor in good reading that the teacher cannot afford to take chances.

4. A good oral vocabulary.

When we read, the author is speaking to us in his own words. If his vocabulary is richer and more extensive than ours we are limited in our comprehension of what he is saying to us. Many children coming from underprivileged homes have exceedingly meager vocabularies. These must be built up in quantity and enriched in quality before reading becomes possible. The primary teacher has many opportunities through-

out the day for conversation, discussion and story-telling and will need to take especial pains to ascertain that her children know the exact meaning of words. Any teacher who has taken this matter seriously will bear witness to the many ludicrous and often pathetic misinterpretation of words which are entirely familiar to adults.

5. The ability to organize ideas and express them in sentence form.

When the child begins to read he will find that the author has something to say and that he has expressed himself in thought units we call sentences. Unless the child has learned to handle his own oral expression in the same way the sentence form in reading materials and the author's "organization of ideas around a central thought" will be unintelligible. Here is a splendid opportunity for teachers in kindergartens and other non-reading classes to do constructive work in language.

6. Social adjustment.

Life in a good primary room is a co-operative affair. If children are able to work and play together happily and successfully, adjustment to group life has been effected. Since the early reading of little children is "experience reading," i.e., reading based upon the co-operative enterprises of the room, it is essential that the potential reader identify himself as a member of the social group.

7. Emotional stability.

The anti-social child, the child subject to temper fits and tantrums or the child whose home life is unhappy and repressed is not a fit person to concentrate on the acquisition of difficult skills. There is such a thing as feeling easy and comfortable in mind as well as in body and good emotional health is a definite factor in reading readiness.

8. Intellectual maturity.

The judgment of a competent teacher as to the child's level of maturity is not to be neglected but since teachers differ

widely in their ability to diagnose children's growth it seems wise to rely on good intelligence tests in arriving at a decision. A good working rule is:

The child should have an intelligence grade-placement from test results of at least 1.7 before he is placed on a reading program.

What does this mean? A glance at the "conversion tables" which accompany primary intelligence tests will supply the answer. An intelligence grade-placement of 1.7 means that the child has a chronological age of 7 years, no months (84 months) and an intelligence quotient of 100. A lower chronological age and an intelligence quotient correspondingly greater than 100 will give approximately the same result, i.e., a child 6 years, no months old (chronological or birthday age of 72 months) may, other things being equal, be allowed to begin a reading program if he has an intelligence quotient of 117. Correspondingly, a child with a chronological age of 8 years may be ready to learn to read even though his intelligence quotient is around 85-90. Note that we say "other things being equal." It is a fatal error to determine reading readiness solely on the basis of mental maturity as the child may be deficient in any or all of the other seven characteristics which we have placed at the head of our list. With many bright children there is often an unsatisfactory record in health, visual and aural acuity and emotional stability. In children with very high intelligence quotients there is apt to be a high degree of social maladjustment.

What is going on in a modern progressive elementary school where these eight factors in reading readiness are recognized and acted upon. Let us go back to the school described in Chapter II. You will remember the principal said in his preliminary talk:

Somewhere in these younger groups — groups of little children — reading will become a factor of importance. Just where this will occur we do not know, we cannot tell in advance. It is very unlikely to occur in Group I (the former kindergarten) although there

may be a few children in it who are interested in the magic of reading. I think it unlikely to be a factor in either Group II or Group III and my guess is that it will be a factor in Group IV but, again, we frankly do not know until the learning process gets under way. The essential thing to remember is that we are not starting out with the assumption that the children in Group IV, for example, are going to be given a definite reading program planned for them in advance. However, we are not going to sit with folded hands and wait for children to ask us to teach them to read (although that is a possibility). We are going to provide situations which stimulate interests in books and reading, we are going to have materials ready, we know just what we want to do in case a real interest in reading arises. We will teach reading when the need arises and where it arises.

Now in actual practice this is the condition in the school, the eight pre-requisites to reading having been applied to the situation:

Group I. 5-year-olds	non-reading class
II. 6-year-olds	non-reading class
III. 6-8-year-olds	non-reading class
IV. 6-8-year-olds	non-reading class

except for a group of ten children just beginning on a reading program.

Group V. 6-8-year-olds. Class consists of two nearly equal groups, one a non-reading group, the other a reading group.

Group VI. 6-9-year-olds. Class consists of two reading groups and a small non-reading group.

Group VII. 7-10-year-olds. Entire class is embarked on a reading program. The class is divided, however, into three reading groups to provide for individual differences.

In conclusion, the principal who defers reading until his small children are ready for reading will find (1) that his results will suffer by comparison with the children of other schools where reading is taught to all beginning first-graders. At least, as measured by test results, his first and second grade norms will be lower than those of similar grades in formal schools because (a) he has deferred reading for many

children and (b) he has fewer reading scores to report; (2) that once his children start to read they will read far more rapidly than their neighbors in formal schools, i.e., their reading rate will be higher; (3) that over a period of years he will find very few reading disabilities in his middle grades whereas his neighboring principals in formal schools will have many reading disabilities and failures in reading in their middle grades; and (4) that over a period of years his top group (high sixth grade) will exceed similar classes in formal schools in reading rate and reading comprehension.

You can take a train from Chicago at nine o'clock in the morning and arrive in New York at nine o'clock the next morning if you so desire. Or you can have a pleasant half-holiday in Chicago, leave at 2.30 P.M. on a first-class, comfortable and luxurious train and arrive in New York at 8.30 A.M.

On the railway of reading which train will you select?

Study-Group Conference Suggestions

1. The best single reference on reading readiness is M. Lucile Harrison, *Reading Readiness* (Houghton Mifflin Co., 1936). It should be read in detail and discussed chapter by chapter.
2. Select a member of the group to read and report on J. B. Kerfoot, *How to Read* (Houghton Mifflin Co., 1916). This classic in the field of reading will open up entirely new vistas to the intelligent student.
3. Appoint a member of the group to write to The Association for Childhood Education, 1201 Sixteenth Street, Washington, D.C., for a set of their pamphlets on beginning reading. Inspect and discuss these in conference.
4. Appoint a member to look through recent files of the magazine *Childhood Education* for articles on reading readiness.



“Units of Work” and “Activities”

Are they means to ends or ends in themselves?

BY COMMON consent the phrase “activity program” is taken as representative of a type of instructional organization distinguished by an informal approach to education through an experience curriculum as distinguished from a formal approach through prescribed assignment of subject matter. Like all other educational phrases the term “activity” seems to have lost its cutting edge through constant use and misuse. In the present chapter the reader is asked to accept “activity program” as meaning an experience program based upon the philosophy of education which has been outlined in previous pages.

It is usually conceded that the stock-in-trade of the informal schoolteacher, as regards subject matter, is what is popularly known as a “unit of work.” She is said to “organize her instructional materials around units of work” as if there were some special magic in the term. Authors have spoiled reams of good paper trying to define “units of work,” trying to decide whether teacher or pupil is to originate them, whether the curriculum should specify units made in advance or let them arise spontaneously, whether “Indians” belong in kindergarten or third grade. All such questions are merely pedagogical oddities having about as much actual significance as the old controversy as to how many angels can sit on the point of a needle. A little sound common sense easily reduces the whole unit of

work mystery into something which even the least intelligent teacher can understand. Let us state our thesis somewhat as follows:

1. The child's day in school is a succession of experiences. Whenever one of these grows important to the extent that the experience becomes a major interest to the children, we are correct in calling it a "center of interest" as far as the children are concerned. Upon the teacher, however, rests a responsibility which does not extend to her pupils. She must plan to conserve the energies of the children during their participation in the "center of interest" in such a way as to secure maximum learning with minimum effort. She must keep in mind such questions as these: What are our aims in pursuing this interest? What do I need to know myself about the subject? What types of experience will be most valuable to the children? What definite outcomes may I expect? What books and visual aids will be helpful? As she drafts out the necessary plans in her notebook she organizes her campaign in a systematic way into what we usually term a "unit of work." For the sake of clarity, therefore, we can agree to call the sequence of major experiences to be undergone by the children as constituting a "center of interest" and the teacher's overview of the "center of interest" a "unit of work." This distinction is purely arbitrary but it will assist in the clarification of meanings.

2. A unit of work, therefore, is the teacher's plan for organizing children's experiences around a central idea or thought or theme. It must meet the needs, interests, and abilities of children and must seem worth while to them.

3. There is little justification in arbitrarily assigning units of work to half-years of the elementary school, i.e., B3 Eskimos, A4 The Dairy Farm. To do so is merely to plunge us back into the subject-matter mess from which we are just emerging. It seems far better to decide on those large interest fields which appeal to children at various age-levels, expose the children to them and hope that one or more experiences in these fields will grow sufficiently in importance to justify the pretentious title of unit of work.

4. We need, therefore, to know much more than we do about children's interests and the study of these interest fields appears to be the "next step" in curriculum construction.

5. Are we to be at the mercy of children's interests alone? Not at all. We must bear in mind that society makes demands upon the schools and that it should be possible to meet these demands without injury to children. A good unit of work should not only meet children's interests but should help children to

- (a) Build good social habits.
- (b) Acquire those simple skills necessary in everyday life.
- (c) Acquire knowledge which will function in helping the child to understand the work in which he lives.
- (d) Develop attitudes which represent a respect and affection for our American cultural heritage.
- (e) Develop those qualities in each child which make him an individual and not a standardized robot.

6. The experience program, therefore, is merely a name for a method of teaching which provides a controlled environment conducive to the growth of children in all directions in which growth is possible. If the teacher holds rigidly to the idea that she is to help children rather than to follow pedagogic patterns she is on her way to becoming a truly progressive teacher. Educational labels will change from year to year but her philosophy will rise serenely above the verbiage of the theorists and her pupils will call her blessed.

With the foundation thus laid we can proceed to answer some questions on the units of work program which seem to confuse both teachers and laymen.

1. What is an "activity"?

All these terms are merely labels but it is convenient to think of an "activity" as any child experience which takes place during the lifetime of a major interest. As Melvin points out, an activity is an "ing" thing — making, reading,

writing, reporting, dancing, singing, planning, evaluating. Needless confusion is caused by calling a unit of work or a center of interest an "activity." For example, communication may be a "unit of work" from the teacher's standpoint and a "center of interest" from the child's standpoint. During the progress of the unit or center, children may engage in

- (1) reading to get information
- (2) reporting on facts learned
- (3) making telegraph and radio sets
- (4) painting murals on communication
- (5) collecting railroad folders, etc., etc.

These "ing" things are true activities or experiences.

2. How does a unit of work or center of interest arise?

Every school day should be a succession of delightful and worth-while experiences for the children. As we have said in a previous paragraph, whenever one or more of these experiences becomes a matter of great importance in the eyes of the children you may truthfully say that a center of interest has developed and the teacher will develop along with it a teacher-plan which she calls a unit of work.

Sometimes this process develops spontaneously. A teacher planned at the opening of the school term in September to "have" a unit of work on sun, moon, and stars. A chance visit to the beach by a child in the class was powerful enough to deflect the interest of the class into a study of shore life and sun, moon, and stars were temporarily relegated to the educational dustbin. Sometimes the children who begin work with a new teacher have heard that she is an expert on Indians, Japanese, or Pioneers and demand that she repeat a unit previously given to another class. Sometimes the teacher leads the children in such a way as to guide their interest toward some sequence of experiences which she thinks desirable for them. Sometimes the teacher capitalizes an incident in the neighborhood, i.e., the opening of a new bridge, to

develop a center of interest which otherwise may have remained outside the experience of the children.

To illustrate this point further a certain elementary school devotes an hour a day to science. In one fifth-grade room the teacher and her children spent this hour on a certain day as follows:

- 15 minutes — Current events in science. The entire quarter-hour was devoted to floods in the Ohio Valley (February, 1937).
- 15 minutes — Beginning an experiment with seeds showing measure of growth under varying conditions of heat, light, and moisture.
- 15 minutes — Discussion of a new series of science readers just received in the room.
- 15 minutes — Free reading in science.

The next day the children demanded another discussion on the Ohio flood situation and asked many pertinent questions on flood control, levees, soil erosion, dams, etc. This discussion occupied over half an hour. The third day interest had grown to such a height that children and teacher decided to take the entire science hour for several weeks to study flood control and related problems. Thus a "center of interest" developed naturally and the teacher found it necessary to plan her control of the situation by writing out for her guidance a tentative "unit of work."

In another room in the same building the science hour devoted daily to several different aspects of the subject developed no major interest and the children continued on a diversified science program in which centers of interest (in the sense in which we are using the term in this discussion) did not develop. It is a fatal mistake for a teacher to feel that a major interest must be going on in her room at all times in all fields and that she must always have a unit of work under way with which to control that interest. The chances are, of course, that major interests will develop from time to time but the world will not come to an end if a class continues "centerless" and "unitless"

for weeks at a time providing always that a variety of excellent minor experiences make up the day's work. The essential thing to remember is that the day should be fully occupied by a constant succession of desirable experiences and there is no reason at all why these should not be of the many-but-short variety as well as the few-but-long.

3. *Must everything — or better, every experience — in the school day be taught through centers of interest (children) or units of work (teacher)?*

Nothing has aroused more discussion in school circles than this question and current answers are legion. The answer is very simple — it is altogether unlikely that of a long sequence of possible experiences in the child's day any one group of experiences will be rich enough to replace all the other possible experiences in other fields.

Carleton Washburne¹ has summed the matter up very adequately in the following paragraphs:

It is supposed that one center of interest must be the basis for all of the child's work, and that it is a violation of sound psychology and of the child's rights, to have a period in the day set aside for arithmetic and another period for spelling. I remember visiting a school that boasted of its "centers of interest." In one grade the "center of interest" for the month was fish. There the history had to do with the history of fishing; the geography, with fisheries; the reading was all on fish and fisher folk; the compositions were on the same subject; the spelling words were chosen from this field; even the arithmetic problems all dealt with the price and weight and quantities of fish. This story may sound fishy, but I assure you it is true.

More intelligent attempts at integration use some one activity (experience) sometimes a chance activity (experience) resulting from the interest of a child — on which the whole class can center. As the children carry this activity (experience) or project forward, the teacher sees to it that they do not avoid any arithmetical, literary, artistic, or other implication — in fact she often drags in these implications by the heels. When she doesn't, she guiltily

¹ "The Case for Subjects in the Curriculum," in the *Journal of the National Education Association*, January, 1937.

smuggles in an arithmetic period or a spelling period and says nothing about it.

It is manifestly absurd to suppose it contrary to sound education to be systematic and orderly, to suppose that thoroughness is the antithesis of good learning. Yet the time has come when a person almost has to apologize for a kind of education that develops a subject in an orderly, systematic manner.

The answer does not lie in a reversion to the old compartmentalization of the curriculum, but neither does it lie in an attempt at complete correlation and the kind of "integration" which assumes that all subjects must be integrated with each other and with some center of interest or grow out of some one activity (experience).¹

The solution lies in having a basic course required of each child as he reaches the right stage of development, and including in that course only those items which really function or can be made to function in the experience and training of the child. Each of these things — call them subjects if you wish — should be taught in relation to the child's life and interests. They should be taught when the child is ready to use them through having his interest aroused and when he has reached that mental age found by research to be most suitable to the learning of a given topic. And in doing this, the school may well use a number of the old categories — arithmetic is, after all, quite different from social science, and spelling is not related to creativeness and initiative.

4. *Suppose the children emphasize one type of experience to the exclusion of other equally valuable types. What can the teacher do about it?*

The first and obvious answer is that the teacher's daily program should help to control the situation. The program for the middle grades given on pages 64-66 has been especially designed to meet this difficulty. The following outline of experiences given by Dr. Harold Rugg will be found very helpful in this connection:²

1. *Orienting Activities.* Trips to markets and stores, factories and farms, museums and libraries, warehouses and banks, railroads and steamship docks, city-council and government offices, galleries and artists' studios. Trips to the surrounding country-side or to

¹ The parentheses are ours.

² Rugg, *American Life and the School Curriculum*, pp. 338-339. Ginn and Company.

the nearest metropolitan center. Excursions for the purpose of dramatic orientation to the world about. Here there is a new educational concept: Free the legs of a child as a first step toward freeing his mind.

2. *Building Activities.* Reproducing in miniature the striking characteristics of community and national life: in the primary grades, stores and homes, post offices and other public buildings; in the junior high school, water-supply and power plants — to name but a few. Building for the sake of dramatizing meaning: building for understanding, even more than for technical skill. Free the arms and hands of a child and you will help to free his mind and spirit.

3. *Practice Activities.* The repetition of acts in which specific techniques are needed: mental skills, such as those of arithmetic, spelling and scientific manipulation; manual skills, such as those of typewriting and handwriting; craft techniques — the use of tools and machines; and the social skills involved in organizing people. Thus the new school does not hold drill in contempt. On the contrary it employs it intelligently to build socially necessary techniques.

4. *Expressive and Appreciative Activities.* The mass-school limits its expressive work to things that can be done with a few materials — lead pencil, pen, paper, possibly paintbrush and crayon — means of expression that can be carried on in one room and chiefly at a desk. But the new schools engage the child in a great wealth of creative activities — sculpture, music, dance, scientific research, painting, creative writing, dramatics. And these are regarded as the indispensable route to the building of appreciative persons.

5. *Research Activities.* The new schools utilize all the ways there are of finding out things: studying the past through the experiences of old residents as well as by documentation from old records; by gathering information in local industrial technology and agriculture and compiled archeology, by reading from books of drama, travel, romancing, biography.

6. *Forum Activities — the Interpenetration of Minds.* Finally the new school sets up clearing houses to which each person brings his own research findings — conference tables at which young people and their elders exchange and validate ideas, learn the art of co-operation and grow under the stimulating impact of personalities upon one another. Thus another new concept has been added by the new education: Free the larynx of a child if you would free his mind.

5. *What are some desirable sequences of units in the social studies for the elementary school?*

A. THE LOWER SCHOOL (AGES 5-8)

It is generally accepted that units of work for small children will be based upon experiences arising out of home and family relationships, the school, leisure activities, the immediate neighborhood, the community, the farm, how people feed, clothe, and shelter themselves, and child life in other lands. For example, Clouser and Millikan, in *Kindergarten-Primary Activities Based on Community Life*,¹ list the following sequence of units: Kindergarten, the airplane, the park; First Grade, the home, the market; Second Grade, the post office, Indian life; Third Grade, pioneers, children of other lands. The authors also suggest observance of national and other holidays as sources of units of work. Certainly, preparation in school for the Christmas season reflects a temporary major interest on the part of the children but it need not be worked into a formal unit of work by the teacher with the same thoroughness for example that characterizes a long and more carefully managed sequence of experiences. The golden rule for units with little children is "many and short," rather than "few and elaborate." In case this vital point is not clear to the reader he is directed to Mary Lewis' delightful book *An Adventure With Children*² in which she shows ever so clearly how experiences arise naturally in a good environment created to serve the needs of children.

Foster and Headley, in their *Education in the Kindergarten*,³ give an excellent presentation of units arising naturally through the capitalizing of seasonal interests. In addition to holiday observances, they suggest units on the kindergarten playhouse, bird and animal homes, the work of the farmer, seeds, the Eskimos (provided the school concerned is in the "snow coun-

¹ The Macmillan Co., 1929.

² *Ibid.*

³ American Book Co., 1936.

try,") the postman and other community helpers, plant life in early spring, making a garden, boats, trains, and airplanes.

It cannot be emphasized too vigorously that the interest-span in children is short and that while major interests do develop with small children they are not apt to be as long-lived or as elaborate as is the case with older children. An excellent list of day-by-day sequences of experience common to small children in school which can hardly be dignified by the term "units of work" but which are childlike and full of possibilities for developing social habits, skills and knowledges will be found in *A Conduct Curriculum*¹ by Patty Hill and others.

Tippett and the Lincoln School Teachers in their *Curriculum Making in an Elementary School*,² describe at some length the following units of work: First Grade, animal life on the farm, community life; Second Grade, city life, wheat, milk; Third Grade, China, Indian life.

Clouser, Robinson, and Neely, in *Educative Experiences Through Activity Units*,³ devote the entire book to units of work carried out in second and third grades.

Ilse Forest, in *The School for the Child from Two to Eight*,⁴ has a chapter packed full of common-sense direction to the teacher about units of work for small children. Detailed accounts are given of units on getting acquainted with the school building, home and family, boats, the clock shop, and airplanes.

Gustin and Hayes, in their excellent manual *Activities in the Public Schools*,⁵ have carefully worked out units on animals, serving lunch, and building a house for first-grade pupils; flower growing, a store, and a science collection for the second grade; Indians, Holland, and birds for the third grade. The illustrations in this admirable book add greatly to its effectiveness.

¹ Scribner's, 1923.

² Ginn and Company, 1927.

³ Lyons and Carnahan, 1932.

⁴ Ginn and Company, 1935.

⁵ University of North Carolina Press, 1934.

Reed and Wright, in *The Beginnings of the Social Sciences*,¹ contribute greatly to the teacher's clarity of thinking about units of work as the authors reduce the vague generalities too often found in progression literature to a definite, workable basis. Detailed descriptions are given of the following units on various age-levels from two to eight years: trains, our village, airplanes, milk, the banana industry, boats, sources of food supply, weather and climate, and the poultry farm.

Teachers College has done valuable service in presenting in book form through the Bureau of Publications, Columbia University, descriptions of longer and more elaborate units in primary grades. Three volumes are available at the present time, Wright, *A First Grade at Work*, Hughes, *Carrying the Mail*, and Keelor and Sweet, *Indian Life and the Dutch Colonial Settlement*. To get the correct perspective on these presentations attention is called to a paragraph from *Carrying the Mail*:

The children's experiences with mail carriers and mail have been isolated from the general program in order to trace the development of a specific interest in the second grade. They represent only a part of the picture for, as it is already evident from the account of the activities in the play city, many other phases of city and country life were investigated during the school year. However, the interest in mail appeared very early and did not end with the culminating activities described (later). It was an ever-recurring theme throughout the year even when the major interests and efforts of the group had shifted to the study of New York's food supply and other phases of city life (page 40).

In other words, the teacher did not solemnly resolve, "I will work only on a unit of work on the postal system this year." Interest in the subject rose and fell and rose again but the basic interest was sufficiently strong to keep it alive in varying degrees of intensity throughout the school year. (See Plates XXXIII and XXXIV.)

Much sound advice to primary teachers on units of work and a helpful list of primary units will be found in Melvin's *The Activity Program*.² In his earlier book, *The Technique of Pro-*

¹ Scribner's, 1932.

² John Day, 1936.

gressive Teaching,¹ Dr. Melvin indicates his preference for the term "units of life" or "unit of conduct."

B. THE UPPER SCHOOL (AGES 8-12)

As we have seen teachers are fairly well agreed as to units suitable for use with small children. It is when we arrive at the middle grades that our troubles begin. Teachers of these grades tend to believe that life in the primary grades is mainly play and that it really does not matter greatly what happens down there but that in the fourth grade and above children must get down to the real business of living, i.e., the acquisition of knowledges and skills. It is at this point that we must hold fast to the philosophy of education to which reference has been repeatedly made in previous pages. Education *is* a continuous process, education *does* proceed through experience, the curriculum *is* a sequence of desirable life experiences based upon child interests and needs, society *does* have a right to expect us to reach worth-while goals in our schools. In other words we must not countenance the theory that our whole philosophy must be recast when we begin to teach older children. The same general principles are valid, the same progressive practices continue.

It may be well at this point to answer the question, "How far will units of work appear in the weekly program of the teacher in the upper school?"

If the reader will turn back to the suggested program beginning on page 64 he will find that the major items are as follows:

	<i>First Day</i>	<i>Second Day</i>	<i>Third Day</i>	<i>Fourth Day</i>
9 00-10.00	Social Studies	Social Studies		
10.00-11.00	Nature and Science	Nature and Science	as in	as in
11.00-12.00	Practical Arts	Free Expression	Day 1	Day 2
1.00- 2.00	Creative Expression	Language Arts		
2.00- 3.00	Skill Subjects	Skill Subjects		

In the main the Social Studies and Science will be taught through units of work although this general statement needs

¹ John Day, 1932.

qualification. Analysis of the Social Studies hour will probably reveal that it is divided into the following component parts:

1. Informal Conference or plans for the day.
2. Current Events.
3. Room Business, i.e., discussion of any room or school enterprise in which the children happen to be interested.
4. The Current Unit of Work (if one is going on) developed through class, group, and individual experiences ("Activities").
5. Evaluation.

In the same way, the Nature and Science period will probably be devoted to a large center of interest (children) developed through the medium of a unit of work (teacher) on bees, ants, shore life, the solar system, etc. However, many current and ephemeral science experiences may be developed which are worth while and important but need not be formally organized into a unit of work, i.e., the visit of a pet to the room and consequent study and discussion of its habits.

The practical arts period may or may not be related to social studies or science units. This period may be used to develop apparatus and other illustrative materials needed in such units or it may be given over entirely to enterprises which have no relation to other unit experiences, i.e., the making of a book-case for the classroom or weaving a rug for the teachers' rest room.

It is very probable that the periods devoted to Free Expression, Creative Expression, the Language Arts, and the Skill subjects will not be organized on the unit basis, the reason being that these experiences are apt to be of the many-and-brief type rather than of the few-and-lengthy type of experience. For example, an interest in verse writing may proceed intermittently on a modest scale throughout an entire semester whenever the spirit of the children moves them to write verse. It would be an absurdity for a teacher to sternly resolve to have a

class write verse for an hour a day for two months and call it a unit in verse-writing.

To recapitulate: formal units of work will be found useful in social and natural science while other experience fields are best developed through individual short-term enterprises. A certain amount of correlation will be natural and inevitable in that certain contributions to the formal units in hand may be made through music, art, language, etc. but it is a rank absurdity to attempt to cover all legitimate experience fields in the elementary school through one or two units of work.

Having thus simplified the demands upon us of a unit of work program we can come back to the original question, "What units of work are suitable for inclusion in the curriculum for children between the ages of eight and twelve years?" Upon this point curriculum makers are hopelessly divided. There is no such thing as a standardized "core curriculum" expressed in unit form and there is no common agreement as to the general principles on which such an agreement might be reached. The best we can do is to suggest two divergent but possible solutions to the problem.

Solution One — The Textbook Approach.

Many authorities believe that the problem is a utilitarian one and that the teacher is conditioned by the content of available textbooks. They argue that it is a waste of time to theorize since the teacher is dependent upon printed materials of instruction and that the sensible thing to do is to select units taken from or based upon texts currently in use. From this standpoint there is considerable agreement as to possible units of work and they tend to fall within (i.e., are selected from) the following general fields:

FOURTH GRADE — CHILD LIFE IN DISTANT LANDS

Here units are developed as follows: Life in Cold Countries (i.e., the Eskimos); Life in Hot Countries (i.e., the Natives of the Congo); Life in Highlands (i.e., Child Life in Switzerland);

Life in Lowlands (i.e., Holland); Life in Temperate Zones (i.e., Child Life in England or Germany or France or the Scandinavian countries); Life in the Orient (i.e., How Chinese Children Live, etc.). Ample textbook material is available for such units.

FIFTH GRADE — WORK AND PLAY IN THE UNITED STATES
AND
HOW OUR NEIGHBORS LIVE

Textbook materials allow ample scope in planning a large variety of units on life in our own country both from the geographical and historical viewpoint. Such a book as Nida's *Our Country Past and Present*¹ "integrates" or "fuses" historical and geographical material. Studies of life in our neighboring countries, Canada, Mexico, Central and South America are made possible through the excellent geographical textbooks now available in series. (See Plates XXXV, XXXVI and XXXVII.)

SIXTH GRADE — OLD WORLD BACKGROUNDS

Many excellent textbooks have appeared in recent years which give the story of mankind in interesting narrative form from the beginnings of the human race down to the present. Common at this age-level are *Egyptian Life*, *Greek Life*, *Roman Life*, *Days of Chivalry*, *How Man Has Made Records*, *How England Became a Great Nation*, *How the Old World Found the New*. (See Plate XXXVIII.)

Another common approach in the sixth grade is to study the remaining continents from the geographical standpoint. Since North America has been covered in the fifth grade, the succeeding grade is devoted to a study of Europe, Asia, Africa, and Australia through appropriate units of work.

It must be admitted that the textbook approach has its merits. It tends to organize the child's thinking in a definite, systematic way, he covers considerable ground both geographic

¹ Scott, Foresman & Co.

and historical, he learns to use maps, he accumulates facts, he develops a "time-space" and a "place-space." He extends his mental horizon through varied and wide reading since printed materials are abundant. Many recent textbooks are organized on the unit basis so that the choppy, unrelated materials of earlier days have been replaced by materials organized around topics likely to meet the needs and interests of children. Textbooks of today are usually very attractive from the physical standpoint. Illustrations are numerous and excellent; clearer type and better paper stock are aids to vision; vocabularies have been simplified, and most texts are written in a style suitable for juvenile readers.

It should be made clear that regardless of the method of teaching employed, textbooks have their place in the educational scheme and will continue to be in constant use. Teachers' manuals are, today, essential accompaniments of textbooks and constitute in themselves no mean contribution to the science of education. The only distinction made in the present and the following section lies in the question: "Should the textbook precede or follow the particular method employed?" In the present section it has been made clear that many school systems began with the text and organize their teaching units around the subject-matter units found in the texts. In the following section, the method is reversed. In either case the competent teacher will use her text wisely as a valuable aid in the experience curriculum. In either case the incompetent teacher may use her text as a mere summary of facts and render the educational process a lifeless, monotonous affair.

Solution Two — The Social Functions Approach.

Caswell and Campbell define the Social Functions procedure as follows:

This procedure is based on the assumption that the activities of children in school should be organized in such a way as to carry over with greatest ease to real life situations. This concept of

organization of the instructional program suggests that the school program should provide in so far as possible for children to gain an increasing understanding of the issues and problems encountered outside the school, should aid them in developing desirable controls of conduct that operate in meeting such issues and problems, and should give them opportunity to participate extensively in such real situations. This procedure further assumes that an adequate program of education will provide for the introduction of the child to all of the important areas of activity in real life and will provide for his gradual induction into participation in these activities.

Study of group life shows that there are certain major centers about which the activities of individuals and the plans and problems of the group tend to cluster. These centers, which may be referred to as social functions, tend to persist and to be common for all organized groups. — Since these centers or social functions represent points about which real life activities tend to gather and organize, it is considered reasonable that a curriculum which is concerned with guiding children into effective participation in the activities of real life may appropriately use these social functions as points for emphasis and orientation in outlining the curriculum.^x

Since the Social Functions approach is based upon the philosophy of education indicated in the preceding pages it is developed at some length in the following paragraphs.

A FUNCTIONAL CURRICULUM IN THE SOCIAL STUDIES FOR THE UPPER SCHOOL

Let us restate the question given on page 86, "What are some desirable sequences of units in the social studies for children ages 8-12 years (grades 4-6)?"

The first step is to examine current American life and discover some of "those certain major centers about which the activities of individuals and the plans and problems of the group tend to cluster," and see if we can select some social functions in which we Americans are engaged which are likely to be interesting to children of this age-level. We appear to be reasonably safe in suggesting the following categories:

^x Caswell and Campbell, *Curriculum Development*, copyright, pp. 173-174. Used by permission of American Book Co., publishers.

1. *Americans are producing goods.* The children would probably say "making things" — automobiles, refrigerators, airplanes, soap, wearing apparel, canned goods and so on in bewildering variety in factories and on farms and ranches.

2. *Americans are transporting goods.* These products go out from the source on railroad trains, boats, trucks, and airplanes.

3. *Americans are consuming goods.* The children would say "using them up." This category involves the whole tremendous problem of wholesale and retail sales through stores, department stores, markets, hot dog stands and little shops of all kinds not forgetting the one across from the school which gathers so many of our nickels and dimes.

4. *Americans are working hard to make, raise, transport, and distribute goods.* This category involves all forms of labor found in categories 1, 2, and 3 from the man who helps to pour steel in a Pittsburgh factory to the child who picks sugar beets in Colorado. This may be the school child's first serious consideration of the tremendous problem of America's workers.

5. *Americans are transporting people.* We Americans are restless people and we move around our country on railway trains, on boats, on busses, in automobiles and trailers, in airplanes. We go to our daily tasks in automobiles, street cars, busses, even on bicycles. The big department stores transport us from floor to floor on escalators.

6. *Americans are building office-buildings, stores, homes, levees, dams, bridges and numerous other types of structures for use, beauty, and convenience.* This category may introduce the children for the first time to the serious consideration of architecture.²

7. *Americans are communicating with each other and with other peoples.* This category opens up the tremendous field of speech, writing, records, newspapers, books, magazines, the postal service, the signal corps, telegraph, telephone, radio, television, the motion picture.

² Barnes and Young — "Children and Architecture," Bureau of Publications, Teachers College, Columbia University, 1932.

8. *Americans are maintaining homes, raising families, and educating their children and themselves.* Curiously enough few teachers, in selecting units of work, realize the possibilities in the field of education. Children in the middle grades should have somewhere an "orientation" course or unit in which they can learn something about their own school system. This idea is beginning to percolate through the primary grades as will be seen in the amount of space given to school life in Hanna, Anderson, and Gray — "David's Friends At School," a first reader.¹

9. *Americans are going to Church and Sunday School.* The expression of the religious impulse is certainly a major social function in current American life. It should be possible to draw curricular materials within this area without involving the children in controversial issues.

10. *Americans are playing.* The field of recreation is another common social function and offers exceedingly valuable opportunities for actual participation as well as "book knowledge." Sports, games, the theater, the dance, our National Parks — these are just a few of the roads we might take in investigating the field.

11. *Americans are satisfying their desire for beauty.* This field covers an enormous range of child interest from the children painting a frieze in a fourth-grade classroom to George Gershwin, Grant Wood, Katherine Cornell, and Robert Frost.

12. *Americans are trying to make democracy work.* In spite of Mussolini, Hitler, and Stalin, we Americans are sold on the idea that our democratic institutions are still best for us. Children in the middle grades are not too young to investigate and participate in the democratic way of life.

13. *Americans are conserving life, property, and natural resources.* This item is taken verbatim from the Virginia Course of Study which is the pioneer example of curriculum development from the standpoint of social functions. This area has been recognized by the Lower School for years

¹ Scott, Foresman & Co.

through units of work about community helpers. In the Upper School it can be tapped for materials on conservation, the erosion problem, regional planning, resettlement, the lighthouse and coast guard service, etc.

It should be noted that there is nothing final about the list

SUGGESTED SOCIAL FUNCTIONS AS FOUND IN THREE CURRENT
CURRICULA

VIRGINIA	MISSISSIPPI	SANTA BARBARA, CALIFORNIA
1. Protection and conservation of life, property, and natural resources.	1. Protection of life and health.	1. Developing and conserving human resources.
2. Production of goods and services	2. Getting a living.	2. Developing and conserving non-human resources.
3. Consumption of goods and services.	3. Making a home.	3. Producing, distributing, and consuming goods and services.
4. Communication and transportation of goods and people.	4. Expressing religious impulses.	4. Communicating.
5. Recreation.	5. Expressing esthetic impulses.	5. Transporting.
6. Expression of esthetic impulses.	6. Securing an education.	6. Recreating and playing.
7. Expression of religious impulses.	7. Co-operating in social and civil action.	7. Expressing and satisfying spiritual and esthetic needs.
8. Education.	8. Engaging in recreation	8. Organizing and governing.
9. Extension of freedom.	9. Improving material conditions	9. Providing for education.
10. Integration of the individual.		
11. Exploration.		

of major social functions given in the list on pages 93 and 94. Curriculum makers at work across the continent differ in detail as to these categories, while agreeing as to the general principle involved. The reader may be interested to note similarities and differences in the table on page 95.

Dr. Henry Harap and his committee in the *Tenth Yearbook* of the Department of Supervisors, *The Changing Curriculum*, suggests still a fourth list: (1) Living in the home (2) Leisure (3) Citizenship (4) Organized group life (5) Consumption (6) Production (7) Communication (8) Transportation.¹

It is not within the scope of this book to suggest a hard-and-fast sequence of units of work for the Upper School, but rather to indicate, as was done in the preceding paragraphs, fields from which the resourceful teacher may select her own units. It is understood, of course, that in so doing she will constantly bear in mind the interests, needs, and abilities of her pupils. It is possible, however, to indicate sources of information from which the teacher may obtain guidance.

It may be well at this point to tie up our discussion with what has been said on a preceding page as to levels of child growth. The *Tenth Yearbook* (page 98) states the problem as follows:

Generally speaking, the proposals for curriculum reorganization which are deeply and broadly conceived, are built on one axis showing the *areas of living* and on a second axis showing the progressive *levels of child development*. The second of these factors, the levels of maturation, furnish the sequences of learning activities year by year.

The reader is referred to the following books for specific help in planning her "sequence of learning activities":

1. Eakright and Young, *Adventuring With Toys* (Bureau of Publications, Teachers College, Columbia University). Suggested grade, 4; major Social Function, Creative Expression.

¹ *The Changing Curriculum*, Appleton-Century Co., pp. 90-97.

2. Leining, *Million of Years in a Winter* (Bureau of Publications). Suggested grade, 4; major Social Function, Creative Expression.

3. Baxter and Young, *Ships and Navigation* (Bureau of Publications). Suggested grade, 5; major Social Function, Transportation and Communication.

4. Barnes and Young, *Children and Architecture* (Bureau of Publications). Suggested grade, 6; major Social Function, Building.

5. Tippett and others, *Curriculum Making in an Elementary School* (Ginn & Co.). This contains a unit on Foods, 4th grade; Water, 5th grade; Transportation, 5th grade; Records, 6th grade; Time, 6th grade.

6. Tippett and others, *Schools for a Growing Democracy* (Ginn & Co.). A unit on Textiles, 5th grade.

7. Gustin and Hayes, *Activities in the Public Schools* (University of North Carolina Press). A unit on Homes, 4th grade; Transportation, 4th grade; Aviation, 5th grade; Pottery, 5th grade; Cloth, 5th grade; Records, 6th grade.

8. Melvin, *The Activity Program* (John Day). An extensive list of possible units will be found on pp. 217-223. Attention is also called to the Conduct Goals by grades, pp. 77-98.

9. The *Fourteenth Yearbook* of the Department of Superintendence of the National Education Association, *The Social Studies Curriculum* (N.E.A., Washington, D.C., 1936), is an excellent source book for teachers in the middle grades. Especial reference should be made to the excellent unit, "Our Housing Needs and How We Have Learned to Care for Them," grade 5, reprinted from the Fort Worth, Texas, social studies curriculum. This will be found on pp. 211-220 and a complete outline of the Fort Worth sequence of units, grades 1-7 on pp. 111-114.

6. *What are some desirable units of work in science?*

The best single reference on elementary school science is the *Thirty-first Yearbook*, Part I, of the National Society for the Study of Education.² A complete outline of topics around which units may arise will be found on pages 179-191. The following selections from the outline may stimulate the reader to further study:

² Public School Publishing Co., 1932.

THE LOWER SCHOOL (AGES 5-8)

The seasons	Plants and seeds
Using a thermometer	Sun, moon, and stars
The air about us	Plants and seasonal change
Where plants and animals live	Animals and seasonal change
Water, ice, and steam	How animals protect themselves
Heat and light of the sun	How animals care for their young
Magnetism	How seeds are scattered
How plants get food	Man's need of plants and animals
How electricity helps us	

THE UPPER SCHOOL (AGES 8-12)

The earth we live on	Wild flowers
Economic value of animals	Importance of water
Social life of animals	Hibernation
The ocean of air	Migration
Soil	Fogs and clouds
Gardening	Conservation of forests
Molds and bacteria	Insects
Sun, moon, and stars	The story of the earth
Plant reproduction	How plants grow
The Weather Bureau	Magnetism and electricity

The teacher interested in developing science units will find valuable suggestions for organizing and using a science center in her classroom in Gustin and Hayes, *Activities in the Public Schools*, Chapter III. An interesting account of a Science Fair will be found in Tippett, *Schools for a Growing Democracy*, pages 256-263.

7. Are units of work permissible in subject fields other than social studies and science?

The answer to this question must be quite obvious if the reader has followed the discussion in this chapter thoughtfully. It has been stated once, let us restate it:

"The child's day is a succession of experiences. Whenever one of these grows important to the extent that the experience becomes a major interest to the children, we are correct in

calling it a 'center of interest' as far as the children are concerned and a 'unit of work' as far as the teacher is concerned."

One can easily imagine that now and then a sudden major interest will spring up in music, in art, in literature, in reading as a skill, in arithmetic, in physical education or in any other phase of school life and that this interest is so strong that it completely overshadows all other interests for the time being. To that extent it will be a "center of interest" (children) and may be developed as a "unit" (teacher). In general, however, the unit of work method as a method of teaching and learning is in the great majority of cases best adapted to social science and science.

Study-Group Conference Suggestions

So many references to books on the unit of work program have been made in this chapter that additional references are not necessary.

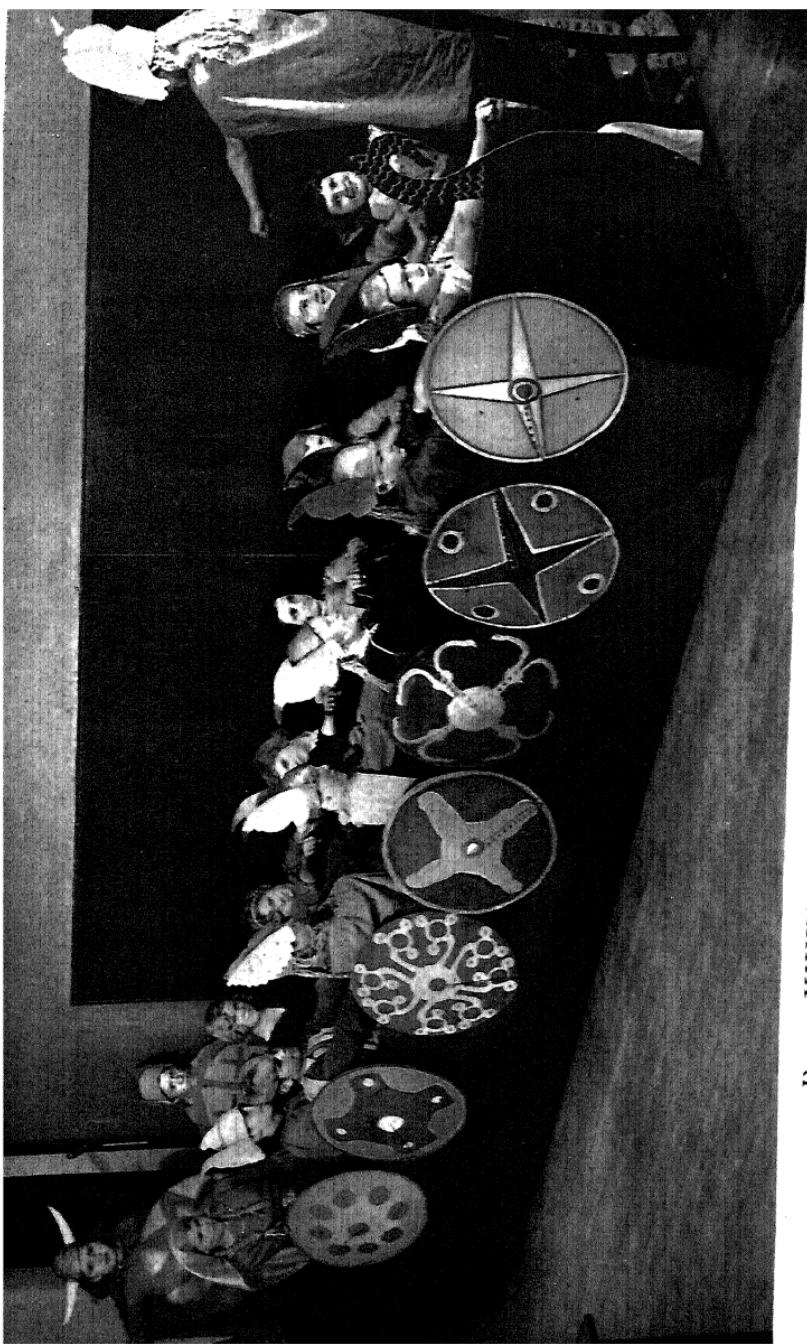
1. It is suggested that the group select one of the Lincoln School Curriculum Studies and discuss it in detail. A simple unit for this purpose is Edna B. Leining, *Millions of Years in a Winter* (Bureau of Publications, Teachers College, Columbia University, 1935). This gives a detailed account of a science unit on the fourth-grade level.

Select a group of three members to present the story of the progress of the unit (Part I) and three more members to give a critical evaluation of the objective measures used in testing results (Part II). Conduct a general discussion on the two reports.

2. The members of the group may be interested in learning something about *An Integrated Curriculum in Practice* by Superintendent E. E. Oberholtzer (Bureau of Publications, Teachers College, Columbia University, 1937). It is suggested that the group begin with Chapter VIII, "Summary of Findings and Conclusions," and browse through the book for additional details of the experiment.
3. Another good unit for discussion is the unit on housing in the Fort Worth, Texas, curriculum which is reproduced on pp. 211-220 of the *fourteenth Yearbook (op. cit.)*. The complete sequence of units from grades 1 to 7 inclusive will be found in the *Fourteenth Yearbook*, pp. 111-114.
4. Plan for members of the group to visit a unit of work in progress in an elementary classroom, secure all available data from the teacher

and pupils, and discuss the unit out of school hours with the teacher and principal concerned.

5. Examine Chapter XII, "Teaching Procedures," and Chapter XV, "The Unit Basis of Organizing Instruction," in Caswell and Campbell (*op. cit.*). These two chapters provide much excellent material for discussion.





ATE XXXIX. Dramatic play in the Lower School. "The farmer in the dell."
(Page 103)



LATE XLI. Dramatic play in the Upper School. "Tea-time in Japan." (Page 103)



PLATE XLII. Dramatic play in the Upper School. "Life in Alaska." (Page 103)



'LATE XLIII. Dramatic play. The old lady is sewing at home in solitary state.
(Page 103)

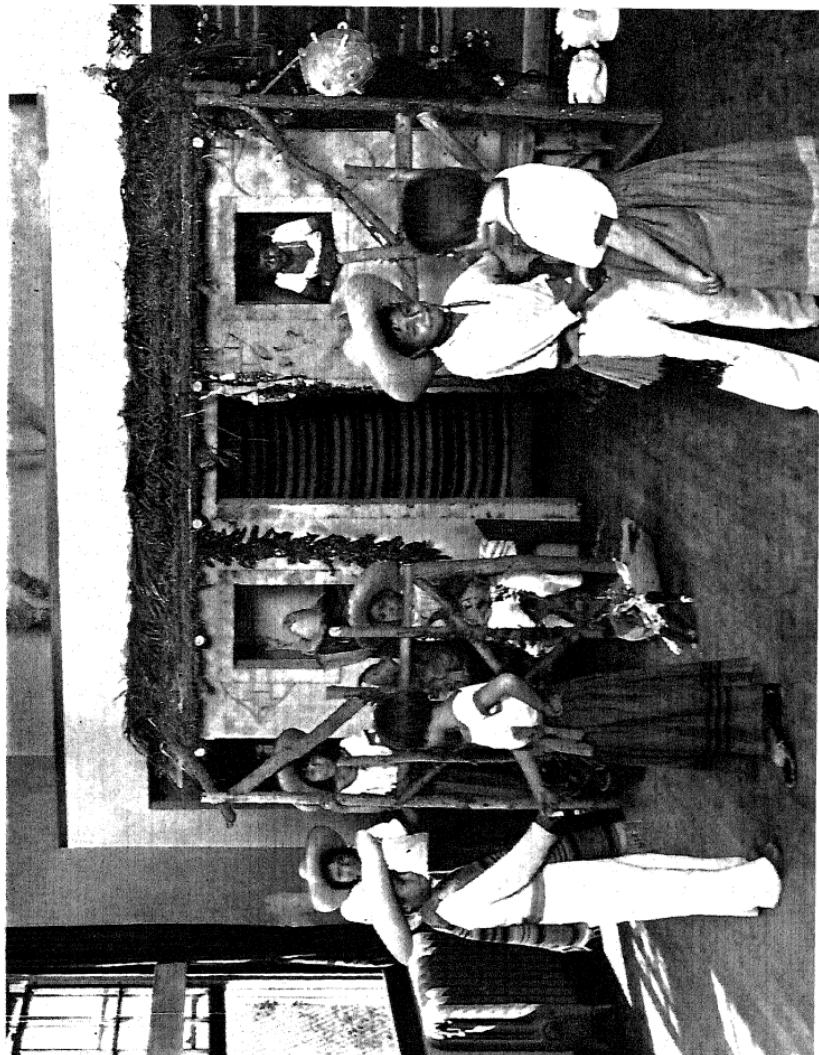


PLATE XLIV. Dramatic play — the Rita Estela. (Page 103)

stalking a non-existent buffalo with his flintlock rifle is in the grip of an experience far more real and meaningful to him than any vicarious experience given to him by the teacher.

2. *What is the difference between dramatic play and dramatization?*

Dramatic play is one form of creative expression wherein the child *puts himself in the place of another, and acts that other's part.* A boy playing baseball is being himself. If, while playing baseball, he pretends he is Babe Ruth, and acts the part of Babe Ruth, he is engaged in dramatic play. He is being a person other than himself. To be Babe Ruth he must have information about Ruth's performance which he interprets and expresses in his own way.

When a child *plays a pattern that is set by someone else, it becomes dramatization.* Dramatization and representative play then are two different things. Dramatic play is not set by a pattern. In representative play no one tells the child what to say, or when to say it, so, there is no memorization. He creates his own words as he plays, and the next time he plays, the wording and playing may be very different; an entirely new idea may be presented. A fifth-grade boy may make a toy gun and get enjoyment out of merely manipulating it. But if he plays he is Daniel Boone, he must know many things about how Daniel Boone loaded and used his gun. In being Daniel Boone, the child must gather information, reconstruct and interpret his knowledge and experience, rather than just reproduce mere facts. His action is based upon thought and purpose and upon his impersonation of Daniel Boone.

Again, dramatic play differs from dramatization in that the former experience is for personal enjoyment, and is not to be conveyed to an audience. Success lies in the emotional response of the children who are playing, therefore an audience is not essential. The teacher, instead of directing and having the part rehearsed, makes the children unconscious of her

presence. She should be a part of the group, but in the background.

However, dramatic play may lead into dramatization if it evolves into a situation where a repetition of the play is considered valuable for the enjoyment of others. In this way dramatic play may become the foundation of dramatization.

3. What are the educative values of dramatic play that are not provided by dramatization?

(a) *Dramatic play provides a wider field for creative expression.* Emotional release comes more easily through dramatic play. Emotional response was evidenced in Jack's unexpected exhibition of physical energy and co-operative effort in making furniture for the log house during a unit of work on Pioneer Life. Jack is a boy who is not given to concentration, effort, or co-operation, but in preparing the fort for the arrival of the women at Boonesborough, he felt so keenly the hardships that the women and girls would endure, that he labored vigorously and seriously to prepare comfortable living quarters for them.

(b) *Social behavior and character development are the most important values in dramatic play.* The children had finished playing house-raising as pioneers, in which kindly neighbors had helped the new family. This was followed by the family's entering the new home and sitting down to eat in celebration, but the helpful neighbors had been left awkwardly standing outside until they, at last, meandered on back to their own homes. In class discussion which followed the play, Carlton said, "I think we should have invited the neighbors to come inside and eat with us. They helped us build our house, and then we went off and left them and they had to go home hungry."

(c) *Developed understandings are emphasized rather than mere memorization of abstract facts.* There is detail, vividness of experience, and drama of life. Carlton was playing cutting down trees, trees that were painted on the mural serving as

a background. In the discussion following the play the children said, "Carlton didn't cut down those trees right. He just cut down the trees from one side, and besides, it took more than one man to cut down such a big tree." Then followed such questions as: How did they control the direction of the falling? Other better understandings gained from the play period have risen from group evaluation. Such questions as the following frequently come up in the evaluation period:

- (1) We ate turkey for breakfast. Did pioneers eat turkey for breakfast?
- (2) The Indians shot us with guns. Did the Indians have guns then?

(d) *Dramatic play gives splendid leads into children's problems through which the teacher can develop basic understandings of life or social relationships.* Albert said, "I don't see why Daniel Boone didn't pay his men who were helping him to build the Wilderness Road. It seems to me Boone should have had a timekeeper." The teacher then guided the children in discussions following such questions as: Do people work for nothing? Should they work for nothing? Is it true today that they should help each other.

(e) *Dramatic play allows for originality and inventiveness, the ability to distinguish the realities from the untrue.* Believing that every child has within himself something of the creative impulse, learning through dramatic play will give him greater desire to create and a greater opportunity in which to express himself. For instance, when the men had finished the log houses at Boonesborough and were expecting the women to come, John said, "Come on inside, men, and get cleaned up. Mrs. Boone will soon be here." John began to shave and said, "Ouch, the soap burns my face." In the discussion period following, Dorothy said, "I liked what John said; it was something he made up." Then said Mary Louise, who naturally might not know all the secrets of shaving, "Why did the soap burn, John?" This resulted in a lively discussion of the

ingredients of soap. Later soap was made in answer to their question, "How did Pioneers make soap?"

(f) *Another important value of dramatic play is the leading-on-ness of classroom interests into the out-of-school activities of the children.* As the classroom experiences stimulate play activities out of school, those same out-of-school activities enrich schoolroom interests and responses.

One day the children said to me, "Miss Allison, you ought to come over to Marylyn's and see our fort over there." To my great surprise, I found that several children had been playing pioneers after school over in Marylyn's lovely wooded yard. House, well, half-faced camp, and camp-fire spot had all been well selected, with the Indians carefully ambushed behind tall grass. The children were playing when I arrived, and I overheard a heated discussion in which the matter of lighting the fire for roasting venison was being considered. Some felt the fire was lit by striking of flint, others thought the pioneers had a better way. The next day these children brought up the question for the class to answer. The planting of corn in our dramatic play often results in children's growing corn at home.

(g) *Dramatic play creates the desire to possess important and useful knowledge of the past and present.* The will to learn and the satisfaction of achievement give purpose and real happiness to children in dramatic play. In playing the boyhood life of Daniel Boone, the children played they had to get up very early in the morning to do the chores. Illa said, "It is so dark I can't see to find the dishes." Stephen said, "I found ice in my moccasins this morning. I'll have to dry them before I can wear them today. I'll have to light the fire." In the discussion period following, questions arose from both Illa's and Stephen's conversation. Did the pioneers have candles, lamps, or electric lights? Did they have matches? How did they light their fires? In order to answer these real questions research and experimentation were carried on in the making of candles and lighting of fire by striking flint.

Knowledge thus gained was in turn incorporated in the dramatic play which followed.

(h) *Dramatic play encourages thinking.* Children learn to seek accurate information and to form well-balanced opinions. It trains children to think about things important in their everyday lives and in the society of which they are a part.

(i) *From the teacher's standpoint* there are educative values in dramatic play wherein the teacher may observe the child, discover his possibilities, and learn how best she may assist his learning, how to enrich his background and direct the fulfillment of his purposes.

4. *How does the teacher release the spirit of children through dramatic play?*

(a) The classroom must be relaxed, informal and happy enough for the children to feel free to be themselves, to follow their natural inclinations to engage in play.

(b) The social situation must be peaceful and orderly and there must be mutual understanding and respect.

(c) Children must not be conscious of an audience.

(d) A rich background of experience, stories, information, and visual imagery must be provided which will stimulate the children to re-create, in the schoolroom, another environment. Stories which are dramatic in nature are conducive to play. The children must be full of the thing they are to play; they must be saturated with the subject. In studying pioneer life, I first tell stories of Daniel Boone in order to give human and dramatic values to the unit of work.

(e) There must be an opportunity during each representation for the children to talk over their play, to present their ideas and criticisms, and to state their needs.

(f) The teacher takes part in the play with them for a few moments and then withdraws. Children then feel her sympathy and enthusiasm.

(g) There should be large spaces in which children can play and make-shift stage properties should be provided by the

teacher until the children can complete their own. Houses may be marked out on the floor with chalk. A fireplace may be drawn on the board. Yardsticks may serve as guns.

(h) The child is not required to memorize any part but must be free to say what he feels.

(i) Children should not be criticized while playing. The teacher usually sits in an inconspicuous place taking notes that may aid her in guiding the children's thinking in the evaluation period to follow the play. Occasionally she may become one of the players for a few minutes and thus stimulate better play activity, withdrawing as soon as the children evidence more self-confidence.

(j) The teacher should prevent children from becoming self-conscious. This is done by asking the child questions that will direct concrete thinking about the person he is portraying. Sometimes the teacher will say, "Are you Daniel Boone or are you a fourth-grade pupil in Los Angeles?" bringing the realization to the child that he is being someone else. In losing his identity he gains self-assurance and courage.

(k) A rich background of experience and content is provided by pictures, excursions, readings, discussion and construction work.

5. *What further conditions are essential to successful dramatic play?*

(a) The daily program must provide time for play. Children move slowly, and must have time to evolve things in long, unhurried periods. Children cannot grasp relationships if their play never reaches that stage. Experience must grow naturally.

(b) There must be something to express. This necessitates rich and vivid experiences but not spectacular and unusual ones. To the child the familiar thing is the interesting thing. Free play comes most spontaneously when the children select materials from family or community life.

(c) The teacher must have imagination.

(d) Experiences must be educationally worth while and socially significant. They are worth while if:

They give purpose and need for additional knowledge;

Questions are raised by the children;

Real problems are created and solved;

There are possibilities of opening new fields for thought.

A teacher should select a unit of work which is rich in opportunity for creative expression. If she thinks of the unit in terms of subject matter only, much of real value is lost. To take care of the emotions there must be creative expression. The teacher makes it possible for the children to get vivid impressions and feelings, but the learning process is not completed until the child has reconstructed those impressions according to his experiences, has expressed himself creatively.

(e) Teacher and children must supply materials suitable for construction: Materials about the room may present possibilities to the children which the teacher doesn't see. In one room bamboo mats were brought in by the teacher for decorative purposes, but a little boy said, "We can use that screen back of the flowers for the top of our Chinese boat." Then again, the teacher may bring in things consciously to stimulate dramatic play. This same teacher brought in some real Chinese bamboo buckets and bamboo matting rice bags. The buckets were at once used as cargoes on a boat down the river. This led into content; the children wanted to know more about the cargoes, where the cargoes were obtained, and where the cargoes were being taken.

(f) The teacher must pitch the play at the level of the children's understanding. She inconspicuously observes and finds out what information and experiences are needed to stimulate and enrich the play and give it social and educational significance.

(g) There must be planning and evaluation periods.

The children, themselves, block out a rough plan of the play.

- The scenes of the play are decided upon.
The content is reviewed to answer problems which arise or to enrich the background.
The characters choose their names.
Places in the room are determined where the play may take place.
Through interchange of ideas improvement is gradually but informally brought about.

6. What is the relation of content to dramatic play?

Dramatic play is creative expression that results from understandings and interpretations of content. *Content precedes play* as a background, it gives the children enrichment for the play. *Content also grows out of play* as the play progresses. There is, then, a question as to how much content can be taught through dramatic play without its becoming a device of fixing facts. When a teacher is not able to help the child learn naturally she should not resort to play as an artificial method, for as a device, dramatic play is not justifiable.

The purpose of dramatic play is creative expression. Accurate content is a prerequisite because creative expression is really intelligent use of that knowledge. If the teacher's emphasis is on understandings and abilities and the child's goal is truly to act the part of another person, then dramatic play cannot be a device. Dramatic play gives a need and purpose and thus vitalizes learning.

The children were playing Chinese farming. One child asked another child, "What kind of fish do you catch in your basket, Farmer Lee?" The fisherman hesitated, and said, "Oh, I've some big tuna." In the discussion period, Farmer Lee said, "I was stuck today when Farmer Wong asked me about fishing. I don't know very much about fishing in China." Another child said, "I know where you can find that." The resulting research led into a purposeful study of fishing in China.

7. What organization is essential to successful play?

We must provide children with impressions and experiences which are stimulating and appropriate to their age-level, and then provide materials and means of expressing their ideas.

Self-confidence then must be developed with children. They must think clearly, and have definite, concrete ideas in mind. Therefore, in middle grades children have a planning period in which the scene to be played is discussed, also some of the things that will happen in the scene are talked over. The players for the day volunteer, for only one group of children plays at a time, other children being engaged in quiet work period activities or art work. The next time, however, these players may be replaced by some of those not taking part the first time. All the children in the end should have a chance to play. There is no audience since the children are playing for the joy of playing rather than for the purpose of entertaining others. Players decide on what characters they are portraying and choose their names.

The location of certain places of the play about the room is known. For instance, the children say, "In this corner will be the stream; over by the windows the Indians will camp; and by the table will be the half-faced camp." Sometimes the one who might speak first is decided upon.

The responsibilities of the teacher are to help wisely *if* and *where* needed. She endeavors to see that the children are full of the thing which they are to play. For instance, when playing Daniel Boone's boyhood, the work of the men, women, and children was emphasized in detail, the teacher thinking that these ideas might be incorporated in their play and result in honesty of action and creative expression. The children have no set words but act and speak as they would in real situations.

Following the play the players and the other children who have been engaged at their seats, form a discussion group in which the play is evaluated. Comments lifting the language and action of the play to a higher level are made. The dis-

cussion period provides a time when children and teacher not only share ideas and experiences, but raise questions, discuss problems, make known certain needs and formulate plans and purposes for the future. They also discuss and evaluate individual and group work and set up group standards for social behavior. For example:

Duane: "Jack carried his deer alone and too easily. He couldn't do that, especially when it was bleeding to death."

Stephen: "Perhaps it was a little deer."

Duane: "No, he wouldn't kill a baby deer, and besides a fawn wouldn't provide enough meat for our large family."

Willie: "I think a couple of us could help Duane, it would make the deer easier to carry, and we could get it home quicker and have better venison to eat."

Bob: "How did they cook the venison? How did they cook their meat?"

In initiating the play we start with a story such as "Daniel Boone" but we do not confine the children to that. Their natural activity includes living the thing familiar to them, the pioneer's struggle for existence, his struggle for food, shelter, clothing, weapons, and utensils. Therefore, the greater part of our representative play involves family life, and only later does the play assume more of a story sequence.

The teacher must do special planning for dramatic play, choosing material that lends itself to creative and dramatic expression. For example, in planning a unit of Plains Life, I chose to include the study of the Santa Fe trail wherein there was the excitement of loading and driving the caravans, the trading at the fur posts, the unloading of the caravans at Santa Fe, and the Spanish life within the pueblo. The teacher must have a definite plan in reserve without disclosing it to the children, but must be ready to vary this plan from day to day.

Often there is unplanned play when a small group plays and creates without any supervision. This will often enrich the planned play and allow the more timid children to participate.

8. *What are some of the misuses of dramatic play?*

(a) Dramatic play is misused when it serves solely as a device for establishing subject matter or constructing properties. In playing pioneer men, the players need guns, bows, arrows, etc. If making these articles is an end in itself the real value of dramatic play is lost sight of.

(b) When children play to no purpose, when they just manipulate material, when their action is not based on thought, when there are no leads, when there is no growth mentally, socially, or emotionally from day to day, play is misused.

(c) Dramatic play is a step backward when freedom leads to misbehavior and confusion.

(d) Dramatic play is useless when the teacher recognizes no leads, and sees no further educative possibilities and no possibilities for raising standards of action, language, or social behavior.

(e) Dramatic play is misused when elaborate properties and techniques are emphasized rather than free spontaneous expression.

(f) When the same pattern is used over and over with the gifted children always in the lead it limits the wide possibilities of dramatic play.

9. *What is the relation of rhythmic pantomime to dramatic play?*

Freedom of expression encourages the desire to do things rhythmically. When engaged in physical activity children have a tendency to act rhythmically. When studying the unit on Olympic Games, the activity culminated in rhythmical expression. The children first played in the classroom, then went to the auditorium where rhythms were created with their previous play as a basis. It was noticeable that some children evidenced more creative expression in rhythms, while others derived greater satisfaction from free play. It was also evident that rhythms sometimes stimulated the representative play.

10. When should dramatic play be permitted or encouraged?

- (a) When the children have a sufficiently rich background to enable them to reconstruct experiences, play should be encouraged.
- (b) When the emotions have been aroused in such a manner that self-expression may take place without great timidity or self-consciousness incurring unhappiness, play is profitable. It should be encouraged when they have a need and permitted when they have a desire.

11. When dramatic play falls flat, what are some of the possible causes?

- (a) The content is meager, the children have no background, no appreciations, no understandings. They cannot reconstruct experience.
- (b) There is an unsympathetic attitude on the part of children not playing.
- (c) The information is factual but not dramatic.
- (d) The unit of work is not on the children's level or within their field of interests.
- (e) The teacher is unimaginative, unsympathetic, and unenthusiastic. The children receive no inspiration from her. There is no stimulation of creative thinking.
- (f) Ideas are teacher-imposed; the children do not feel free to go ahead by themselves.
- (g) The teacher does not see that additional background to subject material is added from time to time; the same pattern is played over and over, with the same children continually taking part.
- (h) Play is forced upon children too soon, and not sufficient time is given for play to grow naturally, to evolve.
- (i) The teacher expects results to crystallize too soon; she works for perfection rather than for growth.
- (j) The class shows poor social behavior; there is a lack of consideration and co-operation among children. Too many

children are talking at once. Selfishness in use of properties is evidenced.

- (k) Too many children are playing at once.
- (l) Play material or play space or both are insufficient.
- (m) There is no evaluation following the play in which to analyze mistakes and to open up new interests and purposes.
- (n) Planning is deficient; the children do no planning and the teacher's plan is inadequate.

12. *What are some of the standards by which dramatic play may be judged?*

- (a) Is it spontaneous and enjoyable to the participants?
- (b) Is the play based upon accurate information?
- (c) Is the play on the child's level?
- (d) Do the children show gain in initiative and poise?
- (e) Is the play real creative expression — are the ideas a part of the child, and not teacher dictated?
- (f) Does it reveal an understanding of other people and other times?
- (g) Does the play modify the behavior of the children?
- (h) Does it have leading-on-ness — is there evidence of mental growth?
- (i) Do the children actually live their parts?

Study-Group Conference Suggestions

1. Some suggestions for dramatic play in connection with social study units will be found in Storm, *The Social Studies in the Primary Grades*. How valid are these experiences in building understandings?
2. An excellent account of dramatization in connection with a unit of work is found on pp. 161-189 in Barnes and Young, *School Architecture* (Bureau of Publications, Teachers College, Columbia University, 1932). This book is a detailed account of a unit on architecture on the sixth-grade level. What elements do you find in the pages cited which appear to be (a) purely dramatization and (b) purely dramatic play?
3. Read pp. 63-66 in *Ships and Navigation* by Baxter and Young (Bureau of Publications, Teachers College, Columbia University,

- 1933). Is this dramatization or dramatic play? Prove the truth of your conclusion by citing passages in Miss Allison's description of dramatic play in this chapter.
4. Read the excellent account of a school play from its origin to its final presentation found in Chapters VII and VIII of Eakright and Young, *Adventuring With Toys* (Bureau of Publications, Teachers College, Columbia University, 1933). Defend the procedure outlined to an imaginary parent who objects to it as a waste of the taxpayer's money.
 5. Discuss the section on dramatic play in Hughes's *Carrying the Mail* (Bureau of Publications, Teachers College, Columbia University, 1933). How far are these technics possible and desirable in the average second-grade classroom of thirty-five to forty pupils?
 6. Appoint a group of three persons to read and report on the section, "Creative Expression Through Dramatics," in *Creative Expression* (published by John Day for the Progressive Education Association, 1932). What information is available in this book on dramatic play as distinguished from dramatization?



Bridging the Gap¹

Is education a continuous process?

The Teachers Speak

WE ARE committed to the abolition of grades and the substitution of socially adjusted groups but since most American schools are still organized on a graded basis, we shall attempt in this chapter to show how our philosophy of education operates in maintaining the continuity of the child's life at one particular point — where five-year-olds in the conventional kindergarten become six-year-olds in the conventional first grade. In a truly progressive school, the procedure indicated below would extend over the entire Lower School.

Last spring several kindergarten teachers and the supervisor were discussing ways in which education in the kindergarten could reach a higher level. A teacher expressed her regret that children leaving kindergarten should find themselves, in some situations, submerged in a reading program with some of the fine things started in kindergarten discontinued, and the question came, "How Can We Bridge the Gap Between the Kindergarten and First Grade?" This led to several other questions, such as: How can the kindergartener help? — How can the first-grade teacher help? — What social habits should we like to build in our children?

In the fall a meeting was held with all of the kindergarten teachers in the district. The work of the small committee, its recommendations for added study and an over-view of

¹ Contributed by Miss Ethelyn Bishop and associates.

trends in modern education were presented. Teachers were given an opportunity to join the study group with the result that a fairly sizable group did so. The large group divided into smaller groups. The smaller groups each met three times.

At this time the first-grade teachers who wished to work with the kindergarten teachers on these problems came together. The same type of preliminary meeting that had been given to kindergarten teachers was held. At one of these meetings it was decided that a better statement of our problem, "How Can We Bridge the Gap Between the Kindergarten and First Grade?" would be, "How Can We Provide for More Continuity in the Child's Life in the Lower Elementary School?" Both kindergarten and first-grade teachers helped with this problem.

Education has been defined as a series of worth-while on-going experiences. The child comes to school with his own potentialities and with a background of experience which his environment has offered. In order to gain more understanding of the background, the needs and the assets of the individuals in their classrooms, each teacher made an inventory of the environment, keeping in mind the physical, social and intellectual aspects. Through such an inventory teachers could more wisely guide the interests of children into a series of worth-while experiences. A discussion of the inventories handed in led to the subject of children's interests, which in time led to questions about materials. One group chose to make a study of interests and another of play materials. A third group interested itself in making observations of children at play, in the classroom and on the street in order to list desirable social habits in which the kindergarten and first grade could make beginnings.

The study was not exhaustively carried on. However, it served to clarify ideas, to answer questions, to stimulate individual effort, and made a more unified educational point of view.

I. Inventory of Environment

The inventories of the environments showed some to be rich and stimulating, some to offer a moderate amount of richness, and others to be rather meager. After making such a study, teachers are more aware of interests which might appear, are better able to choose those aspects of the environment which have significance and can see more clearly whether to *simplify, balance or purify children's experiences*.

The following inventories were submitted by individual teachers:

INVENTORY OF SCHOOL A

The environment is primarily a community where homes are owned. It has been well established for twenty-five years. Recently, however, flats, apartment houses and boarding homes have pushed in. About half of the children are permanent residents; a fourth are semi-permanent; an eighth are transient; and another eighth live in boarding homes. The interests, opportunities, and advantages of the children in this school are varied. Some children make almost weekly visits to airports, the planetarium, lion farm, museums, beaches, mountains, parks, and zoos. Some children are seldom taken anywhere. Beyond the immediate neighborhood there is a shopping district which most of the children visit with their parents. This district offers the following:

Ten Cent Store	Shoe Repair Shop	Gas Stations
Grocery Store	Flower Shops	Automobiles
Markets	Jewelry Stores	Street Cars
Bakery	Banks	Busses
Dry Goods Stores	Post Office	Traffic Signals
Candy Stores	Picture Shows	Boulevard Stops
Drugstores	Fire Department	Pedestrian Walks
Hardware Stores	Churches	Airplanes} overhead
	Garages	Dirigibles}

Interests outside of the immediate environment which are available to some of the children are:

Airports	Parks	Planetarium
Trains	Zoo	County Fair
Beaches	Ranches	Rodeo
Boats	Lion Farm	

INVENTORY OF SCHOOL B

Our community is a residential one surrounded by green hills in the spring, brown hills in the fall; the park with its zoo, observatory, playgrounds, swimming pool, picnic grounds, and Greek theater in the background. It is a district of homes. There are a few filling stations, beauty parlors, and small grocery stores, but most of the shopping is done outside of the district. Nearly all of the people use their own cars for shopping, banking, marketing, visiting the library and attending church. It is a growing neighborhood with new homes under construction. There are several Japanese flower stands, a moving-picture studio, and one church.

The parents are for the most part comfortably situated. The fathers are physicians, advertising managers, dentists, teachers, druggists, clothing and shoe store proprietors, butchers and icemen. Very few mothers are employed. These families are able to take trips to the Fair, beaches, mountains, Palm Springs, Boulder Dam, Catalina Island, and more distant places. Some of the mothers take their children to the library and supervise the books they read. A few of the children are taking dancing lessons. One father was interested in his child's memorizing the poem "Trees." At another time he encouraged him to learn the names of all the wild flowers near his home in the hills. One five-year-old came home from a trip to the Carlsbad Caverns and told us about stalagmites and stalactites. Another child in the kindergarten last year could read the sixth-grade reader and was equally talented musically, improvising, usually in a minor key. This is an exceptional case, but many of the children in this neighborhood are outstanding.

In spite of the quiet surroundings, the children are noisy,

excitable, and overstimulated. Football games, moving-picture shows, radio programs, comic strips, long Sunday or week-end trips, the depression and family troubles, all contribute their share in overtaxing the child.

The following gives a picture of the environment of the children:

1. The School.

The school itself furnished interesting experiences which should not be overlooked:

Office	Organizations
Principal	P.T.A. — Father's Council
Clerk	Boy Scouts — Campfire Girls
Bells	Thrift
Registration	Safety
First Aid	World Friendship
Typewriter	
Mimeograph	
Supply Room	Furnace Room
Auditorium	Janitor
Lights — Switches	Oil Intake
Exits	Incinerator
Curtain	Switches
Picture booth	Furnace
Victrola	Mops — Brooms
Still Film	
Halls	Nurse — Doctor
Fire hose	Garden
Fire alarm box	Playgrounds
Fire extinguisher	Equipment — Safety
Cafeteria — Store	Law and Order
Classrooms	Neatness

2. Transportation.

The traffic officer on the corner, the automobile in which he rides to school, the bicycle of the older boys and the airplanes flying overhead open to the child the vast field of transportation.

Automobiles	Airplanes
Parking lots	Passenger planes
Garages	Mail planes
Gas station	
	Airports
	Air Beacons
Streets	
Traffic signals	Railroads
Traffic officers	Crossing
	Station
Safety Zones	Types of trains
Stop Streets	
Bicycles	Street cars
Registration	
Rental shops	
Busses	

3. *The Shopping District.*

The shopping district is not in the immediate neighborhood, but the child accompanies his mother on frequent shopping trips to:

Woolworth's	Ice Cream Parlor	Antique Shops
Hardware Stores	Bakeries	Second-Hand Shops
Drugstores	Meat Markets	Dry-Cleaning Shop
Electric Shops	Restaurants	Clothing Stores
Shoe Repair Shop	Flower Shops	Pet Shops
Barber Shop	Beauty Parlor	

4. *Places of Interest.*

On his trips by automobile or journeys afoot he has an opportunity to observe:

Bridges	Moving-Picture Studios
Flats — Apartments	Photography
Duplex — Bungalow Courts	Developing
Stores	Cutting Films
Hospitals	Color
Houses	Dark Rooms
Spanish Architecture	Projection
Early American	Number of pictures per second
English	Sound
	Wardrobe
	Properties

Pottery Manufacturing Plant	Civic Enterprises
Source of Materials	Libraries
Molds	School
Designs	Post Office
Firing	City Maintenance Department
Color	C.C.C. Camp
Lumber Yard	Cultural Interests
Recreational Centers	Library
Griffith Park	Churches
Olive Hill Center	Greek Theater
 	Hollywood Bowl
Recreational Interests	Art Gallery
Golf Courses	Radio Broadcasting Station
Tennis	Moving-Picture Theaters
Swimming Pool	Clubs
Clay Modeling	
Archery	Planetarium
Tap Dancing	Newspaper Office
Riding Academy	
Bridle Path	

5. Science Experiences.

With Griffith Park in the background we have an opportunity for rich science experiences:

Zoo	Nursery for City Parks
Care of animals	Plant Life
Habits of animals	Trees
Feeding	Wild Flowers
Native homes	Cherry Trees (Gift of Japanese)
 	Bridle Path
Aviary	Los Angeles River
Kinds of birds	Reservoir
Feeding, etc.	Flood Control
 	Fire Control
Planetarium	Airplane Beacon
Bird Sanctuary	

II. Children's Interests

Interests are often fleeting in the kindergarten, but more and more sustained on the succeeding levels. In the lower elementary school they are more extensive than intensive. Children are interested in moving things, in creative play, in manipulation and physical activity. Some children have by reason of their environment a wider spread of interests than others. With the listing of inventories of the environment as a basis, with conversation, questions, excursions, observation of children at play, teachers could gradually discover the play interest which would appeal to the majority of the group. She could then more wisely guide that interest into a series of worth-while experiences.

Two groups of teachers listed the following interest fields:

1. Moving Things.

Airplanes	Boats	Tractors
Trains	Street Cars	Fire Engines
Automobiles	Steam Shovels	Dredging Machine

2. Creative Play.

In this type of spontaneous play, children are attempting to understand their expanding world by reliving what they see and what they think of the life about them. The teacher guides, stimulates and clarifies ideas through group discussions, pictures, stores, suggestions, excursions, and materials.

3. Esthetic and Creative Interests.

Modeling with clay	Dramatization
Painting	Looking at clouds
Rhythms	Enjoying the garden
Singing	Picking flowers
Playing in a toy band	Listening to bird songs
Listening to poems and stories	Telling about the sunset, the stars,
Listening to music	a trip to the mountains
Experimenting with words and sounds	Dictating an individual or group expression to the teacher
Creative play	Enjoying a picture book

4. Physical Activity.

Running	Climbing	Rolling in the grass
Jumping	Dancing	Playing in water
Throwing	Constructing	Playing in sand

5. People.

Members of family	Street car conductor	Storekeeper
Playmates	Motorman	Newsboy
Teachers	Bus driver	Laundryman
Visitors at school and at home	Fireman	Garbage man
Janitor	Policeman	Delivery boys
Nurse	Milkman	Sailors
Collector gas, water, telephone	Mailman	Soldiers
Painters	Actors	Pilots
	Shirley Temple	Cowboys
	Mickey Mouse	Indians

6. Observing People at Work.

Digging a ditch	Using a steam roller
Laying cement	Operating a steam shovel
Building a house, a garage, etc.	Covering a manhole
Painting a house, a garage, etc.	Using a police box
Cleaning the streets	Using a fire box
Putting in storm drains	Delivering mail
Using hot tar	Using a wheelbarrow
Delivering milk	Collecting garbage
Making a cake	Sweeping the house
Washing clothes	Feeding the baby

7. Places.

Stores	Farm	Planetarium
Parks	Dairy	Schools
Movies	Airport	Alligator Farm
Mountains	Street car barns	Bridges
Museums	Fire Department	Moving-Picture Studios
Beach	Gas Station	Library
San Diego Fair	Ten Cent Store	Zoo
Churches	Post Office	
Garages	Lion Farm	

8. Construction.

Block play

Making things out of wood and boxes —	Boats Wagons Engines	Street cars Furniture Automobiles
---------------------------------------	----------------------------	---

9. Some Living Things.

Pets	Insects	Butterflies
Animals at the zoo	Bugs	Reptiles
Animals at the circus	Bees	Lizards
Fowls	Ants	Turtles
Birds	Flies	Snakes

10. Growing Things.

Bulbs	Grass	Gourds	Acorns
Seeds	Plants	Pine cones	Aquarium
Pods	Flowers	Fruit	Terrarium
Woods	Trees	Vegetables	

11. Sea Life.

Crabs	Seaweed	Stones
Seals	Shells	Sea Anemones
Fish	Pebbles	Whales

12. Natural Phenomena and Forces.

Sun	Fog	Mountains	Earthquakes
Rain	Stars	Ocean	Steam
Wind	Moon	Sand	Evaporation
Clouds	Snow	Thunder	Condensation
Water	Rocks	Lightning	

13. Toys.

Kiddie Car	Airplanes	Housekeeping toys
Wagons	Automobiles	Jumping rope
Boats	Dolls	Balls
Trains	Blocks	

III. Materials

The teacher who has studied the environment, the interests, assets and needs of her children individually and as a group recognizes a worth-while interest as it is expressed. However,

she needs materials with which the child may more fully express himself through exploration, manipulation, construction, experimentation, and dramatization. The committee agreed that materials should be presented as they are needed and that too many materials at the same time are confusing for children.

In every school system materials are available on requisition in more or less generous amounts. These supplies, however, are usually inadequate for an effective experience program and will be supplemented by materials brought in by teacher and children from sources outside the school. An inventory of such possibilities in the neighborhood is one of the first essential steps in a modern program of education.

IV. How Can We Provide for More Continuity in the Child's Life in the Lower Primary Level?

In the discussions held it was generally agreed that the best way to provide for continuity in the young child's life is for the kindergarten teacher to go with her children into the next level of experience. This would be desirable even though reading is taught. If that were not possible, kindergarten and first-grade teachers might plan carefully together so that the child's living would carry a proper balance and continuity. These teachers could accomplish more for the children if their plans were the outgrowth of a sound philosophy of education to which they both subscribed. It would be desirable, then, that the same type of *social life* continue in the next levels where reading is added. The following specific suggestions were made:

1. Change the name "kindergarten" to something which more nearly expresses a modern point of view for the education of the child at that age-level.
2. Change the point of view which makes "promotion" the desired aim. It is extended experience, not "promotion" or "retention" which should be the goal.

3. Make the kindergarten a dignified experience in the child's life. Refrain in the first grade from sending a child back to the kindergarten as punishment.
4. Give both levels opportunities to visit each other individually and in groups. Group visits should be planned by the teachers and have educational value.
5. Exchange groups now and then; the kindergarten teacher take the first grade for a day and the first-grade teacher take the kindergarten for a day. Insight into children's needs and accomplishments may be gained therefrom. For instance, the kindergarten teacher may see in her visit where she should have given a richer series of experiences with those children and more opportunity for oral expression. She may see that she could have done much more in building an attitude toward books. Or, she may find that the beginnings she made in kindergarten in helping children to find answers to questions through the use of picture books has greatly aided them in their new situation.
6. Have parties together. If it is a co-operative affair with both groups making contributions it seems to have more value.
7. Invite first-grade children to the kindergarten room, which is usually larger, for rhythms and games together. Invite them to play with the large packing boxes, blocks, boats, trains, oil station, or whatever the kindergarten has to offer.
8. Give the first-grade children an opportunity to share information in the kindergarten relative to mutual interests.
9. Give kindergarten children an opportunity to play in the first-grade room. Follow up the visit with a helpful discussion.
10. Give first-grade children opportunities to read a story to the kindergarten.
11. Give an opportunity to visit the garden and have a share in the vegetables or flowers. Children may suggest that they pull weeds or water the garden to show their appreciation.
12. Plan a program together and invite the mothers of both groups.

13. Visit the science corner in one of the groups. Make contributions to it.
14. Visit the first grade during the progress of a unit of work or at the culmination. The first grade wishes to make the visit interesting and has worked out a simple plan of procedure.
15. Make a visit to the first-grade room just before the end of the semester. The teacher makes a point of showing the library table, the science corner, the pets, paintings, noting children's comments and evidences of interest.
16. Make beginnings in the attitude of thinking of other people. Make scrapbooks, bring pictures, share pets, make Easter baskets, etc., to share with the other group.
17. Take the first grade into the kindergarten to see pets, a new book, the airplane just made, a store in the process of being made, etc. First-grade children should feel that the kindergarten is worth while and an interesting place to revisit.
18. Interest kindergarten children in picture books. Help them to enjoy the pictures, wonder about them, try to "read them," ask what the reading underneath the picture says, refer to the picture to find out many things, such as where the smoke stacks are placed on a boat, where the flag flies, what the airplane needs to make an easy landing, etc.
19. Encourage short discussions about work in progress or completed in kindergarten. It is often desirable to have *small* group discussion periods.
20. Give opportunity for language experiences in which children feel free to tell of their interests, such as their pets, their new baby, a trip to the mountains, a birthday party, etc.

Below are given two specific instances of good articulation between kindergarten and first grade.

1. The first grade invited the kindergarten to visit them just after Christmas. Eight or ten girls had brought new dolls to school. They had planned a program. The manager of the show called upon each "mother" to have her doll perform.

The dolls counted, sang songs, recited poems, and danced. The kindergarten children sat spellbound. The kindergarten planned to invite the first grade a few days later to have rhythms and games in their room. The children said, "We should do something for them because they did something for us. What shall we do? We will broadcast over our microphone. Then, if they wish, they can broadcast, too." A program was planned. The visitors were delighted. They, too, wanted to broadcast. They selected their announcer, recited poems, sang songs, and related interesting stories of trips to the mountains and the beach. These parties gave opportunity for several types of learning and were valuable to both groups.

Bernard, in the first grade, made a wagon to use in the garden. He said, "May I take my wagon and show it to Mrs. H. and the kindergarten children?" He came back elated because they had praised it. One of the kindergarten boys was making a wagon. He found help by looking at Bernard's and asking him questions about it. Mrs. H. invited our children in to see some slides on "How little children help their mothers at home." They sang for us, too. Next week we will invite the kindergarten to see our stick puppets and to hear our new songs.

2. The first-grade children planned for the opening of their market. They sent our kindergarten a handbill which I read to the children. We then talked about what happened at openings of markets. The children suggested that we send the first grade a basket of flowers. They were excited to see the flowers on top of one of the counters at the opening. We were served cookies and punch which the first-grade children had made.

One day the kindergarten and first grade took a walk together to see the trains go by. After we returned we went to our separate rooms. Children in both rooms wished to make trains in calcimine, with blocks, and with wood. Afterwards, we visited each other to admire the efforts. Some of the trains

from both groups were taken out of their common playyard for group play.

We invited the first-grade children to come to the kindergarten room for the Thanksgiving party. There were so many guests that we asked them to help. Each group planned for its particular work and committees were formed. Both kindergarten and first grade felt a responsibility for the success of the party and thoroughly enjoyed every phase of it.

V. Social Habits for the Lower School

In the kindergarten and primary levels children are making only *beginnings in desirable social habits*. The child entering kindergarten finds himself in a society quite different in set-up from that of the home; but, in order to live happily and satisfactorily in a group, adjustments must be made. How much to expect of him and of the child in the succeeding primary levels is a problem upon which the committee members did not entirely agree. Some teachers thought that beginnings in too many habits were expected. Others thought that beginnings in all those habits which entered into group living were desirable. For that reason several individual lists are included. In thinking of social habits, the teacher started with actual situations, listed the habit desirable, found the classification and compiled a list.

LIST A

Learnings in social habits are a continuous process not a finished one. This list is submitted with that idea in mind. As in all other learnings some individuals made rapid strides, others needed more time.

Individual Habits

Obedience

Learning to walk and talk quietly in the halls

Learning to stay inside the schoolyard until time to go home

Learning to go directly home from school

Learning that signals should be obeyed promptly (recess, fire drill, putting away work, coming to conference, coming to reading group)

Cleanliness

Learning to keep hands clean

Learning to keep clothes clean

Learning to use handkerchief

Learning to cover mouth when sneezing and coughing

Learning to wash hands after going to toilet

Respect for property

Learning something of the care of materials as introduced

Learning to be careful of schoolroom, the walls, floors, and furniture

Initiative

Learning to do things without being told

Judgment

Learning that there are times when certain things may not be done

Persistence

Learning to finish work in a reasonable amount of time

Cheerfulness

Learning to respond happily

Reliability

Learning to go on an errand, deliver and receive messages

Group Habits

Courtesy and Self-Control

Learning to say, "Please," "Thank you," "You're welcome"

Learning to say, "Good morning"

Learning to listen during an audience situation

Learning to answer when spoken to

Learning to share tools and toys

Learning to respect the right of others

Learning to take turns

Learning to walk without pushing and punching

Learning to accept suggestions from others

Learning to give suggestions

LIST B

- Developing self-control to wait until the teacher has finished talking (if necessary to interrupt, learning to do so courteously)
- Developing self-control to wait for a turn when other children are talking
- Developing self-control to wait without pushing and crowding while giving milk money to the teacher, while waiting turns to go to the lavatory, while standing in line in cafeteria
- Developing a feeling for order in hanging up wraps and putting away work (crayons, paste, hammers, nails)
- Developing a feeling of responsibility
 - For wiping up spilled paint
 - For putting doll house in order
 - For putting chairs on the tables after school (to aid the janitor)
 - For washing paint brushes and paste sticks
 - For knowing own handkerchief
- Developing a feeling for cleanliness in
 - Keeping hands clean
 - Keeping clothes clean
 - Keeping school clean
 - Keeping yard clean
- Developing a wholesome pride in
 - Attendance
 - Punctuality
 - Good citizenship
 - Obedience to laws of { School
Traffic
- Developing a feeling of group living by
 - Bringing flowers
 - Sharing a toy
 - Bringing magazines for picture books for self and others
 - Bringing boxes, carton, milk bottle tops, etc.
 - Bringing a pet to visit
 - Sharing tools
 - Playing and working happily with others

LIST C*Cleanliness and Orderliness*

- The children should
 - Hang their coats on hooks
 - Put their lunches away

Use handkerchiefs

Develop good health habits — clean hands and face

Not throw papers on the floor

Pick up papers on floor even though one does not throw them there

Keep basement orderly by putting towels in wastepaper basket

Wash hands after going to the toilet

Courtesy

The children should

Walk in the room

Talk in natural voices

Be polite

Do not hit others

Do not tell on others

Do not interrupt while others are talking

Learn to say, "Yes, Miss —"

Learn to say, "No, Miss —"

Learn to say, "Thank you"

Learn to say, "Please"

Listen when others are talking

Take turns with others

Be careful when handling materials such as — hammers, saws, nails, crayons

Thrift

The children should

Not waste materials

Do things on time

Put away things after working when signal is given

Learn where materials are kept

Learn the care of books

Desirable social habits will more easily flourish in an environment which is well planned, which offers opportunity for success and where the teacher endeavors to protect the child from conflict within himself and with the group.

Study-Group Conference Suggestions

1. Our best reference for this chapter is Ilse Forest, *The School for the Child from Two to Eight* (Ginn & Co., 1935). It is suggested that a group member be requested to present all material in the book

bearing on this topic and invite discussion from other members of the group.

2. In discussing the matter of utilizing the environment, reference should be made to the *Eighth Yearbook* of the Department of Supervisors and Directors of Instruction of the National Education Association, *Materials of Instruction*. A great deal of helpful material will be found in Chapter II, "The Environment as a Primary Source of Materials of Instruction."
3. Another excellent reference book on "bridging the gap" in the Lower School is Andrus, *Curriculum Guides* (John Day, 1936). Appoint a small committee to read and report upon Part IV, "Experiences of Two to Six-Year Old Children."



Building Social Habits¹

Shall we build character by admonition or through experience?

SINCE the building of good social habits is the primary objective of the progressive elementary school the present chapter is devoted to a specific instance of habit formation through an experience program. The classroom reported upon is located in a "No-Failure" school. It houses between 35 and 40 little children, six and seven years of age. The story is told in the teacher's own words.

OUR DAILY PROGRAM

9.00 — 10.00 A.M.	Work Period
10.00 — 10.30 A.M.	Conference
10.30 — 12.00 M.	Recess and Language Arts
1.00 — 1.40 P.M.	Appreciations
1.40 — 2.00 P.M.	Physical Activities

About one fourth of the class comprised a non-reading group. Two of this group became strong readers by the end of the term. The natural and noticeable growth made individually and as a group where a mid-term promotion was not required, was evidence that first-grade children should remain at least one year with the same teacher.

How We Started

Our science corner had several kinds of fish, water turtles, a land turtle, and a bird. We talked about them and about our

¹ Contributed by Dorothy Johns McNary.

pets at home hoping that interest in pets would be aroused. The care of pets in the room might lead into a pet shop, a zoo, a farm, or a garden. The children did not respond. Their desire seemed to be for a doll corner. They had had one in the group from which they had come and seemed lost without it.

Some of the girls brought their dolls but took them home each day. Someone asked for a doll that could stay at school all the time. I secured one which they adopted, named her Jane and said she needed clothes. They thought she also needed a bed with pillows and blankets. We started to make them. In a day or so some boys wanted to make a fastener for the oven door of a stove made and left there by a previous class. That day the girls asked for a table and two boys offered to make it. One boy asked to make a chair and another a little table. In a few days we needed a telephone and a "sink with a window in it." We needed clay dishes, a table-cloth, napkins, sheets, and pillowcases. Finally, we needed a home for Jane.

1. *From September 19 to September 30.*

In conference we talked about the doll house plans for this year. We tried to recall our experiences and needs from last term and remembered that we had felt the need of a store where the fathers could go to buy food and the mothers could send their children. I think we are going to have a store but the children remarked that everyone had plans for the doll house and as soon as someone finished his job we would talk some more about a store. Yoko came back at noon and said her father would be glad to have us visit their store which is one block from our school. The idea was good but we are not ready yet. The invitation is open for any time. We continued work on our doll house.

We put up some pictures of stores made by other children and passed a book (*Technique of Progressive Teaching*, Melvin) to show a picture of a store made by small children. I made no comments in order that any coming from them might indicate

their interest. The effect was new and good. Today we made some painting rules. Jack had painted before and had kept very neat but today he deliberately got paint on himself and his clothes. He said he wanted to make the children laugh. After a discussion, during which they let Jack know that he wasn't funny, the children drew up the following rules for painters:

1. A painter must be one who is old enough to paint.
2. He must be able to keep himself clean.
3. He must paint all the places on the thing he is painting.
4. He must close the can of paint.
5. He must put the brush in water.

In showing the new children how to take part in the discussion period, we revised our discussion form and made some new rules for presenting plans for a new piece of work as follows:

Discussion Form I.

This is

Today I

Tomorrow

Will it work that way — or —

Is that going to be all right — or —

Is that the way we want it?

A typical discussion

Chester: "This is the sink we are making for the doll house."

Richard: "Today we started to make the hole for the sink pan."

John: "We had to make little holes first so we could get the saw through."

Chester: "This wood is very thick; we had to take turns sawing."

Richard: "We have the hole about half finished. We think we can finish it tomorrow. If we do, what do you think we should put on next, the window or the shelf?"

Class: "Tomorrow let's start the window because we want to know how big it will be. We want to measure for the curtains."

This typical discussion covers the first three points of the discussion form. The fourth point was needed occasionally

for this group. For instance, when they were arranging the shelves in the kitchen sink several ideas were offered. We had to vote on the way we wanted the shelves to go in. At that time when the boys told of their work, the children asked, "Is that going to be the way you wanted it?" It is not often that problems of this nature come up to be solved.

Discussion Form II.

- a.* I am going to make —
- b.* I need this wood, cloth, etc., so may I use this material?
- c.* I will need some large boxes, or two wheels, or green thread, etc. Who knows where I can get what I need?
- d.* Do I have a good plan? May I go to work?

A typical conversation presenting plans for new work

Cecily: "We need a doll buggy so we can take Jane out for a walk. I can make one out of these two boxes I brought this morning. I am going to use this large one for the buggy and this small one for the top."

Class: "Is the top going to move?"

Cecily: "Yes, I think so, let's see. Yes, I can make it move, but I will need some wood for the handles. Do we have two long pieces, Richard?"

Richard: "Yes, there is a round piece, too, that you can have for the handle where you put your hands to push it."

Cecily: "Tomorrow will you show me which wood I can use? Now, I will need some kind of wheels. If you cannot bring some old wagon wheels, we will have to think of another way to make the wheels. Do you think I can make a buggy? Are my plans good?"

Bobbie: "Yes, Cecily, I think you have good plans. Don't you think she can make the buggy?"

Class: "Yes, go ahead, start tomorrow."

Cecily: "Thank you, don't forget the wheels. Think about them."

2. From October 1 to October 31.

Today we heard a long report from the children who played in the doll house. We found a great need for a piano, buggy, dishes, door, and a store. They are awakening now. More children wish the store and we have some boys anxious to

contribute in some way. They will wait for Chester and John (sink boys) to help start the store. They seem to feel that no one else can start it. Chester and John added two days' grace so they could make "real good plans." They will draw a picture first.

Again a call for a store to buy things — this time "real food." Graham crackers and carrots were mentioned. "Yes, but where could we get graham crackers and carrots?" "Mrs. Woods, the cafeteria cook, could give us some." "No, we could grow them, I know how. Plant some seeds. I've done it." "Where could we have a garden?" The teacher promised to find out because arrangements with another teacher were necessary. Great news! We have a garden space. The big boys are cleaning it up and preparing the ground. We voted (a close vote) to take ten minutes off our work period and walk out to see our garden plot. There were no volunteer gardeners and no questions yet about workers. Ground will be ready in about one week.

Last call for a store. We decided to go Monday after lunch and visit the store. We'll have a talk first about stores, people there, departments, places to keep things, ways of showing, etc. We will ask many questions, list them, and assign them to definite people for definite answers. At 11.30 we gathered again, listed the things we wanted to see and certain people made themselves responsible for this observation. They spoke of the responsibility this way, "I will look at the awning because I will have to know how to make one for our store." This is our list:

This we want to see

1. Scales — Bobbie
2. Awning — Richard G.
3. What the people say to the storeman — Yoko, Mary G., William, John, Wayne, Betty Meg
4. How they keep the fruit — Alice
5. How they keep the vegetables — Ruth Annie
6. What is on the shelves — Cecily
7. Where they put the candy — Betty R.

8. How the shelves and counter are made — Manifret
9. What they do with the money — Masuko
10. Where they keep the meat — Warren

At one o'clock we chose partners and walked over to the store. It was fun to watch the children inspect the part of the store on which they had chosen to report. The awning boys figured out how the awning could go up and down, how much it needed to slant (by tipping their arms), and that it should be made of cloth. The scales people found three scales, each different and watched the men use them. Some quiet little girls have a thrill watching the cheese slicer. They noticed that each kind of meat was kept in little piles and that the case was very cold. It contained butter and milk also. Vegetables and fruit were stacked in neat little pyramids. Signs (written in Japanese) were hanging from a wire across the center of the store. Shelves were tipped back so that the canned goods would not tumble out. Bottles and jars had a space, small cans, large cans, boxes, and packages were kept in groups. Some started to count how many different things they could see in the store. Most of the children made the rounds three times and then we were ready to go back to school. There was a call for drawing paper after a very brief talk. The pictures were fine for reference, but they made everything very small. One of the best had perfect perspective for the ice case where they kept the meat.

We had a shower of boxes for the store. The boys who brought the boxes got out the wood and started to figure the height of the awning supports before they said "Good morning." I had to ask them to remember not to cut the wood until they had asked the class if they had a good plan. They went out to play until nine o'clock and said they would have a plan to show the class when we came in. They had a plan but so many suggestions were made we went to our work period and left them to figure some more. They had reached the conclusion that two of the boards would have to be six feet long. When they asked me if it was all right to cut the wood

I saw the funniest little marks along the wood. I inquired about them and was told, "Oh, those are the feet marks." Bobbie had put his little bare foot down on the wood and Richard had made a line past his big toe. Then he put his heel on the line and Richard marked again. We had a grand time comparing feet and seeing why we would always need to use the same sized foot — "In case I'm not here some day," said Bobbie. In conference period we told about it and Bobbie was so pleased to be able to explain the mystery of the foot rule. Then I gave them all a thrill with the yardstick mystery and it was more than a thrill for me. We found six people out of work today. They had no plans for tomorrow so we gave each one a job and a helper to see that they worked.

The counter went on today and one shelf in one of the box sides of the store. They "hired" an extra helper but I have a question about their choice. We'll see.

Attention centered on the playhouse today. Those who played there told their games and needs and expressed relief that the store was on the way. Now we need a piano and a buggy again. I found some children busy at other things today. These children are usually resourceful in finding jobs for themselves. One child brought a quilt from home. Two children cut out pictures for a scrapbook. Some worked with blocks and made miniature stores and pianos. These children were absorbed in creative play.

The store boys gave us two thrills today. Richard was explaining about the store and the sticks for the awning. It was hard for him to make himself clear because the store was at the back of the room. Generally the children show their work as they explain their progress and ask for suggestions. But the store is too large to move around. So he took one of the photos of a store from the word rack and showed it to the class with this remark, "Well, we are making something similar to this and sometime today, when you have time, go back there and take a look." Now they are wondering about the scales. They want all the clay fruit and vegetables, the scales, and the

awning to be finished about the same time. They are more enthusiastic about the store than anything else they have made. I think it is because I let them get hungry for it instead of pushing the idea myself. They have done it all themselves at their own speed.

We had some trouble with our clean-up committee. Some people who don't work with the tools are wanting the brooms to sweep the floors. We worked out a plan whereby one boy gives out the brooms to those who need them. It makes for a more orderly and thorough clean-up.

We had a splendid work time today. Everyone was quiet and busy. Later I found five people without work or who had finished their task and had not properly conducted themselves. They visited those at work and while they did not disturb with noise, they were in the way and the workers asked me to remove them. We put a row of chairs along the front of the room and asked them to take seats and look for the busiest worker in the room. Then at conference period we talked about the problem and asked them if they had work for the next day. We talked about the bees in their hive and the ants in the ground. They knew quite a bit about both. We applied this knowledge of busy workers to our situation. We hope they keep on being intolerant of those who don't keep busy.

The store moved forward today. The problem of the awning material is still undecided. We have cloth and we have paper. We have excellent arguments for both and the class is about equally divided in the vote. So the store boys keep planning another shelf or something for the next day until we decide on the type of awning. We will make some pictures of our ideas to present tomorrow. The sewing people started a winter coat and hat for Jane. One girl is making an oilcloth cat for the playhouse because "We need a cat to give milk to." A clay table committee was appointed today.

The most interesting thing is happening in our doll house. Imagination is suddenly coming into play. We have had our

telephone in there for six weeks this term and about three last term, but it has never been connected in the children's thought with anything outside the playhouse. In conference period today, Alice told how she called the sink boys to see how her sink was getting along. She called the clay table to see if the fruit was being made. She called the buggy girl to see if it was about done "because Jane needed to go for a walk and she was too heavy to carry." She called the trolley men (the block boys) to take her on the street car to the sewing girls to see when they could finish Jane's other dress. Then she called the teacher and invited her to tea at seven o'clock. She set the table and waited but the teacher didn't come so she went to bed. A robber came and stole most of her jewels so she called the police (two boys) who caught him and found the jewels in his pocket.

We tried something new today. "Just for today we will try hardest to listen to the speaker and not cut in on him." They liked the idea and want to do something special for tomorrow. The store boys started the scales today and repaired a part of the store which had not been made strong enough.

We had more creative play in the playhouse. Ruth Annie made a cake and went to see her sister. Then she called the teacher for tea and this time the teacher came and had tea and went back to work. (She was laughed at because she pretended to eat the cakes and sip the tea. I don't think they thought I knew how to play tea-party. I think some day we'll have real cakes and punch and invite the whole room to tea and see if we need some tea manners.)

Our day's "try" was — "To keep our same places during conference." The results were fine except for three boys whom we had hoped to reach. We'll have to think of something else Monday.

We made a rule that until the sink is finished we will have no more water in the playhouse. We had two reasons. First, we were scrubbing the paint off our furniture. Second, we were drinking out of the same cups before washing them.

After the sink is finished, we are going to make paper cups and throw them away. We can then wash our little plates in hot soapy water and learn about sanitation in the home.

Our special "try" today was for softer voices in place of talking so loud during the work period. We had success. It carried over all day. The awning boys had a great discussion in conference period about the color scheme of the awning. They looked at the pictures which we had drawn the day we went to the store. They picked out the "best looking awning" and one of them said, "What makes that one better looking than the others?" Some thought it was the colors that were used but Richard said, "No, it is because there is black in it to show up the other colors, but I think we should have black on each end of ours and then fit the other colors in between as best we can. I'll make a picture of what I mean."

We had some good play with the blocks today. We have the strangest combination of boys working there. They have been together for over a year and do not play often with the others. Today they added wooden animals to their block play. One of the chickens got wild and had to be put by itself. They said if it doesn't get better by Thanksgiving they are going to have it for Thanksgiving dinner. A sheep was wild too, so they put it in a cage by the corner of the yard. When they looked in to see how it was it bit their noses. They each tried to look at it and it bit all three of them on the nose. Someone asked them why it bit them and this was the answer, "Well, it just didn't want to be bothered. It's just like us kids, if somebody comes to visit at our table when we want to get our work done we don't want to be bothered either, only we can't bite their nose."

Today we put some of our things in the showcase in our hall. Each room is taking turns so that the school children may share their work with each other. We discovered some color combination talks growing out of the store. Some of the boys painted the inside of the cupboards pink. We decided that pink did not go well with orange. They had already painted

most of the store brown to go with the orange, yellow and black awning, but the brown paint gave out during work period so they used the next best thing. Now we will always ask before we use good paint for nothing. Brown paint will have to go over the pink.

Cecily dismissed her boy helper today "because he wanted to do his ideas more than hers." She chose a girl helper to put the wheels on the buggy for her. She made a plea for more coffee can lids for the wheels. Many promises have been made for lids and they have not come so she ended her talk with this conclusion, "The longer it takes to bring wheels, the longer it will take to finish the buggy."

The block boys planned to build an airport but after telling their plans, the class asked questions and found a number of places where there was need for better planning. They were told to bring better plans tomorrow. They had pictures of their airport, a side view and a front view. They were asked if they planned to have an American flag, and a thing to show which way the wind was blowing. Then it was suggested that the airplanes could carry food to our store. "But only from the farmer to the airport, then we would make a truck to bring it from the airport to the store."

3. From November 1 to November 30.

The conference was more satisfactory today. More people had an opportunity to report. We are trying to sit down as soon as we are through and not wait to be asked if that is all we want to say. Mary Mae, one of the girls in the doll house, today said, "Say, you know we need an icebox in the playhouse to keep the butter and eggs from spoiling." "Oh, no, not an icebox, you mean a refrigerator." "That's the best." So we are going to have a refrigerator. We will plan for it tomorrow.

We had committee trouble again. Two of the girls decided they were not the ones to tell the "men folks" what to do, at any rate they asked to be excused and two other girls were

given work. We'll see how they get along. We had a talk about the clothesline today. The problem was how to make it stand up. One girl said she could nail it to the floor. Her suggestion was not accepted. "Just think how the floor would look for the next classes." "Someone might get a sliver in his foot." "The janitor would not like it, it would start the whole floor to rotting." "Well then, how are we ever going to make them stand so that the heavy clothes will not pull the lines over, because clothes are very heavy when they are wet?" They suggested boxes of soil, Christmas tree stands, and fastening them to the wall. We chose two boys to think of a way.

The refrigerator is coming along fast but there is little excitement over it. Could it be that we feel experienced and have gained enough skill in planning and the use of tools that we can go ahead without much supervision? They asked for an idea for something out of which to make ice cube trays. I showed them two cheese boxes they could have and they said they could make them work with a little fixing. Then they gave us this list of needs. Three boxes, four hinges, two catches, two handles, three doors, and four shelves. The shelves have to slide.

The clothesline problem was solved today. The children found some large blocks of broken cement and three of these in each box keeps the lines tight and the poles up straight. They decided sometime ago that it would not be pleasant to look out of the kitchen window and look at "an old black wall." So Chester said that he could paint a big picture of a tree with a nest in it and some baby birds in the nest. It would be better to look at while you were washing dishes. He has been very busy building until recently but now the picture is growing each day and he has asked several different people to help him. He has a large tree, a bench around it, a squirrel running up the tree, some birds flying around it, some grass growing under it, flowers in the background, and a nice big yellow sun shining through the tree.

Today they called the three boys who asked to make an airport and asked why they had not heard from them. I am glad the children asked the boys for a report and did not wait for me to do it. However, unless we have a more urgent need for an airport and some others are added to this group to keep things moving, I don't believe we will see an airport in the very near future. These boys are a strange group. One is mentally slow, one is mentally and physically weak, and one is so very lazy that they will never be an inspiration to each other.

Special news today. The sink is finished. Chester, who was the chairman, stood up and waited until all were listening and then spread out the fingers of each hand, waved them in a sweep toward the sink, and calmly announced in a droll voice, "Well, it is all finished," and sat down. It took our breath away. Someone asked him if he didn't feel good. Others looked at me and said, "Is it?" I switched the question to him. He stood up again with his helper and answered a few questions. He then wanted to know who was making the curtains and asked for the things he needed for his next work.

Sometime ago we told two little girls that they would have to stay out of the doll house because they got bossy and "used too loud of a voice." It bothered the workers and it bothered the readers. They had each had three chances to stop and had been cross with the helpers. They didn't expect us to keep this rule, but we did. It has been about three weeks since we asked them to stay out. I have been watching for some evidence of their wanting to return. Thought I might have to plead their case before the group. But how wonderfully these problems clear themselves up if the teacher keeps her hands off. In conference today, one little girl shyly, but firmly, announced that she had played in the playhouse today. A gasp from the children with "Oh, don't you remember we told you to stay out because you did not have a soft voice?" "Yes, but you said I could go back when I had a soft voice and I know how to play in there now. You can just ask the playhouse committee if I wasn't quiet today." A fine speech and a

milestone in self-control for this child. She had met the group requirements willingly.

Wayne was the father in the playhouse today. He didn't come home for dinner. Alice had her dinner, washed the dishes and waited for him a while, then went to bed. He didn't get home until after eleven o'clock. He wanted her to get up and get him some dinner, but she wouldn't, so he had to go to bed hungry. Then it was the next day and she got a good breakfast for him and he went to work. He called up and told her that he wouldn't be home for dinner, but he wouldn't tell her why. She didn't think that was a good kind of daddy and so some of the children asked him where he went at night and he sheepishly answered, "to the club."

Marie said, "Today I had an idea. I thought I would make some paper dolls. They weren't very good. Could I bring some to school from home?" This brought up a nice talk about things we were saving at home. We made the following list: Santa Claus pictures, paper dolls, stamps, rocks, boat pictures, shells, bottle tops, and *Examiner* funny paper dolls. We will bring them to school to show each other. The rock and shell people need our help to find a better way to keep and show their things.

The playhouse people talked first this morning. Mary G. told us that the people who played in the playhouse left things on the floor when they left it. She said that people who play in the house must leave it clean the way they find it. We had a talk about our own houses and how to be good hostesses and guests. Richard said his mama always fed her company well. She never would let them help her with the dishes because that wasn't a nice way to treat company. But his daddy always helped his mother do the dishes after the company went away because good housekeepers never went to bed and left the dishes unwashed.

It was Christmas in the playhouse and all the children got presents; bracelets, blocks, pictures, etc. It came out in the discussion that Ruth Annie didn't get any because she was the

mother. "Oh, but my mother gets presents for Christmas. Mothers should, because they work harder than anyone else."

"Well, I just wanted them all to have presents and I didn't care if I didn't get any," said Ruth Annie. In the audience there was silence for a time. Then those who are making hot kettle holders for mother for Christmas said that they were so glad they were making something for their mothers for a present. Alice washed Polly and sent her to school. When she came home she had her report card with all 1's on it. I went to tea. Polly (our new doll) said she was glad I came. I shook hands with her.

4. From December 4 to December 14.

Jane will have an apron some of these days. It was started today. The boat which J. started may become the property of the room. Richard P. and Chester have each worked on it but J. is still trying to work quietly to hold it.

Richard P. is making a little wagon. He insisted on measuring for the center of the axles. He made a fine talk and asked for some things for his wagon in such a polite way. We told him how nice it was to have him doing such hard work and such good thinking about it.

Two boys made pictures for their mothers for Christmas. Robert made a coach scene. We told him how fine it was. The horse was fine too. Then J. asked him why he didn't make a better airplane than he did. We said the blue speck was a bird not an airplane. They didn't have airplanes in those days.

Before school this morning Bobbie's last caterpillar came out of the cocoon. How wonderful it was to watch it. We just happened to open the can in time. It took the butterfly four hours to dry and get strong enough to fly away. The children were thrilled beyond words.

The playhouse people had a busy time. Eileen made some cocoa for Jane. She wouldn't drink it. She had to be paddled. This brought out conversation about the ways in which the

children are punished at home. The most distasteful method seems to be that of giving up playtime.

Our last day before vacation. Richard brought us a Christmas tree. It was a trimming from a hedge. He saw some men cutting the hedge on the way to school and burning the cuttings. He dragged one branch away from the fire and buried it in some dirt. The next day he wore his old work clothes, dug up the beloved tree and brought it to us. I had bought a tree and trimmings on the same day. The children made a stand for Richard's tree. They trimmed both trees but saved the choice trimmings for Richard's tree. We wrapped our mother's and daddy's presents and put them around the trees. In the afternoon we had our Christmas party. They had chosen a committee to plan for it. I was invited to contribute some refreshments to add to what they were bringing. We had a gay, happy time.

S U M M A R Y

Let us briefly summarize the teacher's account of her experience program in the light of the list of desirable social habits given at the Close of Chapter II, pages 30-31.

1. She repeatedly put responsibility for decisions squarely on the children unless her judgment told her that the teacher's decision was necessary in order to settle a difficulty.
2. She helped the children formulate rules for their guidance when it became apparent that rules were necessary for effective group action.
3. She encouraged children to set up their own standards of evaluation.
4. She developed leadership in children who showed that they had possibilities in this direction.
5. She made the children accept responsibility for completing jobs promptly and successfully.

6. She encouraged the children to provide for each other's needs.
7. She held each child responsible for his individual action and let punishment (in the best sense of the word) follow promptly upon neglect of duty.
8. Children were asked to be lenient with members of the group who were socially undeveloped and proved trials to the room as a whole.

This list could be extended at length, but enough has been given to indicate how the resourceful teacher can develop desirable habit-formation by seizing upon everyday experiences in providing opportunities toward this end.



Home Contacts

Are parents members of our family or mere outsiders?

A Parent Speaks

WELL, John has a poor report card again and I suppose I ought to go over to school and see what the trouble is. Goodness me! He never had any low marks before in his other schools. Ever since he started in this school the teacher has been picking on him. I don't like that principal either. From all I hear she is a terror. Last week when I went to take John his rubbers she nearly bit my head off and yet when I went to her old P.T.A. she was all goo and gush!

I wish I had my front room fixed up like her office. My, Oh my! such style! And that snippy clerk of hers! She said to me, she said, "Well, what do *you* want?" as if I was the Fuller brush man or something. And when John met his teacher down town and hollered out "Hello, Miss Jones" the teacher pretended not to see him. Afraid someone would guess she was a schoolteacher and she was all dressed up to kill, like Mrs. Astor's horse. And having the nerve to write home, "You'd better help John with his arithmetic." What's she paid for, I'd like to know. If she was any good she'd teach arithmetic so it would *stick!*

A Principal Speaks

Darn! here comes that Mrs. Brown again. I do wish that woman would let me alone. She always has a chip on her

shoulder and always has some complaint to make. Someone knocked her little Beverly down and stepped on her. Someone pulled Beverly's curls. Why in heaven's name doesn't she cut them off and make Beverly look more like a human being and less like a movie doll? Miss Jones kept Beverly in at recess when we *know* Beverly has weak kidneys. I do wish parents could be sealed up in barrels and kept there!

*A Parent-Teacher Association
President Speaks*

Now, fellow-members, I want you all to join with me in our glorious attempt to make this the biggest and best school in the city. When I look into your intelligent faces (Heaven forgive me!) and see all these teachers present today (As I live and breathe we actually have three here out of twenty-four) I *just know* this is going to be the best year we *ever* had. Now, Miss Glatz, who has graduated from the university, will tell us how to raise children according to the latest scientific methods, and I know you'll just *love* to hear from her.

A District Superintendent Speaks

Well, it's just the same old meeting with the same old cast of characters. The principal and the teachers here today are very obviously and very consciously teachers. Not a married woman in the lot! Wonder what they know about the joys and sorrows and thrills and despairs of motherhood. And the parents so painfully conscious of being just parents! And parents and teachers eyeing each other like strange cats in an alley. Does it *have* to be like this? Couldn't we do something about it?

A City Superintendent Speaks

Miss Jones, get Editor Grimes of the *Sentinel* for me. Editor Grimes? Did you want me? Yes, we have had an

Open Forum in the evening high school all year. You think it is unadvisable? Well, it seems very successful and the young people like to discuss current events. No, I'm *sure* there are no communistic tendencies present.... Yes, Mr. Grimes, we will discontinue the Open Forum at once. Sorry, Mr. Grimes, we won't let it happen again. Yes of course we must protect Arthur from subversive propaganda. Miss Jones, phone the evening school principal to go right on with his Open Forum but call it the Current Events Club, or International Relations or Economics I.!

The conversations reported above are not fiction — they are literal transcriptions of actual events. They prove that in spite of all our efforts toward better home and school relationships we haven't progressed very far. In our school harmonies the melancholy fact remains that the teachers do not know the music and the parents do not know the words. What is the basic difficulty and what can we do about it?

It seems quite obvious that the basic difficulty lies in the almost complete misconception of the function of the school on the part of all the persons concerned with the education of children. As long as teachers define education in terms of grades, curricula and school subjects, teachers will regard themselves as experts in the field and will tolerate no interference from the lay public no matter how glibly they speak the platitudes about home and school co-operation. As long as parents look upon the school as an institution for propagating their own particular prejudices and bigotries and upon teachers as their servants there can be no resolution of the difficulty. All the current machinery of parent-teacher organizations, Fathers' Nights, school clubs, Open House, school magazines, carnivals and bazaars will not offset the damage done by two groups — teachers and parents — each of which holds an utterly opposed view of education from the other group. No effective building can be done toward a better school-home rapprochement except on the sound foundation

of common purpose. What this common purpose should be has been stated implicitly many times in the preceding pages but it is necessary to repeat it here once more as the first essential step toward "doing something about it."

The school is an institution in which the primary purpose is to foster the continued growth of children — to help each child to maximum physical, intellectual, social, and emotional growth.

Now there can be no such thing as growth at school and no-growth at home, or vice versa. There can be no such thing as one kind of growth at school and an entirely different kind of growth at home. The child's life is continuous and unless both home and school unite in a close partnership to make his growth continuous the child is heavily penalized and suffers accordingly. Obviously, then, any program of education sponsored by the school will utterly fail of its purpose unless it is closely and effectively co-ordinated with that education which is continually going on in the home.

Let us repeat at this point (with a few embellishments) what was said on a previous page as to the joint task which confronts teachers and parents:

1. The major job of parents and teachers is to see that children grow rather than that they learn school subjects, follow courses of study, or attain grades. Dr. Reginald Bell, in a recent address before the National Education Association, points out that this growth is a four-way development involving mental-intellectual growth, biological growth, emotional growth, and social growth. Unfortunately, for tidy-minded folks, the child does not simplify the problem by growing in one direction at a time — he insists on growing four ways at once with resultant strains, stresses, creaks, and squeaks.

2. The teacher must set up in her classroom, and the parents in their home, an environment which makes growth possible. The meagerly-equipped, bare, unattractive schoolroom and home allow of one kind of growth. A classroom and home, generously equipped with many "things to do and to do with," provide for a better type of growth.

3. Teachers and parents must see to it that they make each day a succession of child experiences which are interesting and worth while from the children's standpoint, and which contribute to the welfare of society either through immediate or remote dividends. Good manners, for example, are equally worth while on the sixty-year level as on the six-year level.

4. Teacher and parents must help the child to get out of his environment all it has to offer him and in turn to contribute to it all that he can give. Strains and stresses and groanings that cannot be uttered will be rampant at first but wise elders will help the child to adjust and adapt his conduct and to build up on the installment plan behavior-patterns useful alike to the individual and the social group.

5. The child need not ever to have heard of Matthew Arnold but he may be taught as Arnold suggested "that the mind may be made the source of great pleasure." Parents and teachers will help the child to recognize problems, analyze them, use his wits to master them, and reach a happy solution with pleasure, profit, and satisfaction. They will help him to act intelligently in preference to acting by rule-of-thumb.

This being the common task of parents and teachers we turn now to the problem of ways and means. The school being a highly organized social institution must act as co-ordinator without losing sight of the fact that the school-home relationship must always remain a true partnership. The following procedures will probably be found most effective:

1. The Sign of the Open Door.

First of all, principal and teachers must take the attitude that parents are always welcome visitors, that they will be received not only courteously but cordially, that a real effort will be made to meet their common problems and that the visit of a parent is an important event in the school day. Contrariwise, as Alice used to say, the teacher will be an equally welcome guest in the home.

2. The Informal Conference.

The trouble with most Parent-Teacher meetings is two-fold: first they make the parent a passive spectator and listener instead of active participant; second, they tend to exploit speakers from the "outside" who know little or nothing about local conditions and needs. It may be a wise move in building sound home-school relationships to defer any formal organization until school and home have become fairly well acquainted. Principal and teachers will be well advised to call parents into the school in small groups, eight or ten at a time, to acquaint them with the work of the school, to discover parent interests and needs and to personally conduct the group through the school so that parents may know what is going on. Following the visit, a very informal conference should be held in which, in a friendly way, evaluation may be made both from the teacher standpoint and the parent standpoint. This procedure will help the principal to discover the natural leaders among parents and to discover special abilities in the parents which may be utilized to further the growth of children.

3. The Informal Meeting.

Along with the informal conference it will be found advisable to hold from time to time large gatherings to which all parents may be invited. The purpose of such a meeting will be to lay before the parents of the district the plans to which the school is committed so that parents may feel that they have been taken entirely into the confidence of the school people and that no school secrets are being withheld. Long speeches should be avoided, informal conversation and discussion should be emphasized and little should be said about formal organization. Nothing will as completely defeat the purpose of building good home relationships in its early stages as emphasis on constitutions, election of officers, dues, committees, and all the other paraphernalia of parent-teacher organizations.

4. *The Formal Conference.*

As the edifice of sound home-school relationship rises slowly and substantially a need will arise for occasional conference with an expert (i.e. the psychiatrist) for help in adjusting personality problems. It will be found effective to restrict the conference to a reasonably small group (20-30 persons) who are particularly interested in the problem involved and allow free and open discussion to allow those present to draw from the visiting consultant all that he has to offer. This procedure eliminates to a large degree the passive sit-and-listen attitude.

5. *The Social Gathering.*

In many school gatherings of a very formal nature it is a common practice to follow the program by "refreshments" as a sort of bribe to ensure attendance. A clear distinction should be made between meetings for business and meetings for pleasure and there is nothing to be gained by mixing the two. If regular meetings and conferences are worth while there will be no need to sugar-coat them by serving doughnuts and coffee. On the other hand the occasional social gathering purely for pleasurable school-and-home contacts is entirely legitimate in its own right. A simple program of good music followed by good things to eat needs no justification.

6. *Fathers' Councils and Fathers' Nights.*

At the present time it is common to encourage an organization of fathers as a supplementary to the activities of mothers. The implication here is that mothers are primary agents in the home and that fathers are to be recognized occasionally and may have a night of their own once a year. Home-school contacts cannot be satisfactorily built on such an assumption. Fathers are as important in the home as mothers and must be encouraged to assume equal responsibility. Whatever forms of school organization are found successful must include fathers on equal terms with mothers and in actual practice

should alternate between day and evening programs so that fathers may be drawn as frequently as possible into the life of the school.

7. The Nursery School Clinic.

One of the strongest features of the modern nursery school is its success in drawing into its field groups of parents for observation and conference. If the nursery school is properly equipped with a competent director, a physician, a psychiatrist, and a dietitian the opportunities for teacher-parent education are enormously increased. When this organization is in successful operation it should be continued throughout the entire school in order to provide for the continuous growth of children, parents, and teachers.

8. School Entertainments.

There are two common types of school entertainments, both bad. One is the regular monthly entertainment where children are exploited to satisfy the personal pride of their fathers and mothers. The other is the annual, semi-annual, or quarterly "show" or "bazaar" or "carnival" which is almost entirely a money-making affair in which the regular routine of the school is interrupted for weeks and children are plunged into a state of excitement and tension for which there is no justification whatsoever. The money received from the entertainment of this type will never pay for the intellectual and emotional disturbances set up by the introduction of an extraneous and altogether artificial activity.

There is only one form of elementary school entertainment which can be justified by a modern philosophy of education and that is the entertainment which is the natural culmination of some legitimate activity in the regular routine of the school. For example: (1) The school orchestra has sufficiently progressed to warrant a public appearance. (2) The sixth grade has been studying Communication in the United States and has accumulated its results in a form which can be pre-

sented in oral reports and through visual aids. (3) The fifth grade has been sketching the neighborhood and wishes to exhibit drawings and paintings of neighborhood life. (4) The fathers of the district have formed an orchestra of their own and wish to present a program to display their musical talent in public. (5) A group of mothers have formed a chorus and present a group of American folk songs. (6) A nature-study class has been successful in raising prize dahlias and announces a flower show. (7) Children experimenting with creative expression in verse have an afternoon of original poetry.

9. The School Magazine.

Under proper direction the school publication is a powerful builder of home-school relations provided always that parents have a part in publishing it. In too many cases it is purely a school production and parents have little or no part in it. The school magazine should always be regarded as the joint product of all the partners concerned — children, teachers, and parents.

10. The Co-ordinating Council.

Several schools lying in adjacent districts will find it effective to form a joint Co-ordinating Council in which representatives of the several school districts concerned may join with representatives of available social agencies outside the school. Such a consolidation of effort will be found most helpful in solving the problem of juvenile delinquency in the area concerned.

Work-Group Conference Suggestions

Parents are people, have much to offer to the school, and merit the respect of principal and teachers. Any school which regards parents as "outsiders" is headed for the rocks. The best school is one which capitalizes on all that parents have to offer and which draws parents tactfully and loving into the family circle.

The principal of a progressive elementary school can make no better

contribution to his school than to organize and maintain a study-group of parents, using parents, teachers, and outside experts in turn as group leaders. It is suggested at this point that the best available book is Winifred Bain, *Parents Look at Modern Education* (Appleton-Century Co., 1935). A discussion of the thirteen chapters in this book, supplemented by excursions through the school and by explanations of local procedures, will do more to bring home and school closer together than a succession of formal sit-and-listen meetings.

The leaders must bring parents constantly into discussions and must develop leadership among the parents themselves. Only in this way will parents feel that they are really part of the school family.

Another excellent reference is the December (1937) issue of *Childhood Education*, "Trends in Home Co-operation." Assign six group members to report upon the six leading articles in the issue.



The Difficult Problem of Home Reports

Shall they be official or friendly?

ARECENT analysis made of the home-school report situation in America shows that there is no uniformity in the matter and that current practice extends all the way from no reports at all to a most elaborate analysis of social, mental, physical, and emotional growth. The suggestions contained in the present chapter are the results of a well-planned and carefully checked investigation in a large city school system. It owes its inspiration to an article by Miss Grace Ball¹ in which she and her colleagues advocate a home report consisting of (1) the child's analysis of his own work (2) the teacher's reaction to the child's report and (3) the reaction of the parent. While the technique described below differs somewhat from that advocated by Miss Ball, it preserves the three-fold division which she found successful.

Obviously the objectives sought in a home report are these:

1. To inform parents as to the progress of their children in school.
2. To assist children to evaluate their own progress.
3. To make children responsible for their own progress.
4. To assist parents in co-operating with the school to further the progress of children.

¹ "An Evolutionary Report Card," *Progressive Education*, February, 1935.

5. To bring about more cordial relations between home and school.

Unless the type of home report selected by the school furthers these ends, it is useless and probably does more harm than good. The great objection to most current report cards whether they be the percentage rating of progress in academic studies or the most elaborate inventories of growth in all fields, is the impersonality which it conveys to the anxious parent. There is nothing warm, or cordial, or friendly in standardized home reports, no matter how clever the home reports are.

Another objection to the conventional report card is that too often it is devised to meet the needs of the teacher rather than the needs of the parent. An elaborate analysis of progress in specific skills may be of great worth to the teacher but it means little or nothing to the parent who has no time for pedagogical curiosities. A clear distinction should be made therefore, between the report which is of immediate value to the teacher and the report which is of immediate value to the parent.

In experimenting with Miss Ball's plan, a group of elementary principals began by using her technique which is embodied in the following outline:

1. State of the *unit of work* current at the time of the report.
2. What kind of boy or girl am I?
3. What kind of work do I do?
4. What are the responsibilities of the group?
5. Pupil's comment.
6. Teacher's comment.
7. Parent's comment.

Here is a typical home report¹ written by a child in accordance with the above outline:

1. *Statement of the Unit of Work.*

We are studying the conductivity of heat through metals.

¹ All reports given in this chapter were made by children in fifth and sixth grades.

In addition we are studying California wild flowers. We are trying to get our garden started.

2. *What kind of Girl am I?*

I think my citizenship is very good. I need to save other people's time by talking and laughing less.

3. *What Kind of Work Do I Do?*

I need to improve in art. I have shown a great improvement in gardening and music. I have learned much about science and am writing better.

4. *What are the Responsibilities of the Group?*

Our room is working to become more considerate of others. Each person needs to do his share towards keeping our school orderly, clean and pleasant.

5. *Pupil's Comment.*

I like this kind of report because it is more fair.

6. *Teacher's Comment.*

Mary is a joy to our group. She is superior in many ways. Her desire to improve is always evident.

7. *Parent's Comment.*

This is such a new idea that I'm not sure whether I like this system of reporting. In any event it is certainly fair enough and I like the wording of Mary's sentences, the things she talks about and the general idea of each pupil reporting on himself.

It was the feeling of the principals who experimented with Miss Ball's plan that it had two major defects — it yielded very meager information and lent itself too easily to stereotyped statements. As a result new forms were originated. One school returned to subject-matter headings in the attempt to be more definite and helpful. Under this plan the pupil evaluated his progress in social studies, arithmetic, English, writing, music, spelling, and school activities. Typical responses are as follows:

Social Studies

Social studies are important to me because they help me to learn about other countries. I have learned about Greece.

I like social studies. I am weak in finding the answers to questions.

English

English helps me to read and speak better. I need to know more expression. I need to learn new words. I need to improve my voice. I need to learn how to write a correct paragraph. Yes, I feel that it is important. I try to improve. My speed is better. I am trying to improve.

School Activities

I have helped to make books for the Red Cross. I work quietly and the teacher doesn't need to watch me. I helped to arrange our wild-flower exhibit.

What Kind of Girl am I?

I have worked for the good of the school. I am a good sport. I have gone up and down stairs quietly. I have tried to come to school neat and clean. I have taken care of school property. I don't make trouble.

Teacher's Comment

Jane has made normal progress these ten weeks. I enjoy having her in the room. She is a very good worker. She is passing in all her work.

Parent's Comment

I am proud of Jane's advancement in school and hope the future will bring a better one. Glad to know her instructor is interested in her work. This type of report is wonderful. I enjoyed reading it very much.

(If the reader will now check the five criteria given at the opening of this chapter it will be obvious that the report given above satisfies the conditions as stated.)

Another school simplified the home report as follows:

The Kind of Work I Do at School

Our class is studying Japan. I think Japan is very interesting. My report was on Yokohama. I have also helped in the

painting of Japanese pictures and have made a kite. In reading I am in Group III. I am improving in reading very much and enjoy reading much more than when I began. I read a book a week at home and make a report on it besides reading other books at school. So far my favorite book is "The Young Trailers." Other fine books are "Three Points of Honor," "Kari the Elephant" and "Gabriel and the Hour Book."

In English I am not so good. We have to write a story of some kind every week and I usually write of my own experiences. I have learned how to judge good stories and I have learned how poems should be read. My penmanship is not very good but I am trying to make it better. My spelling is fair. Arithmetic is the subject I like best. I think I am doing very well in it. I have learned several uses of percentage.

Music is a subject I didn't care for so much but since we have been singing three-part music I have enjoyed the blending of notes. I am not a good singer myself but I enjoy listening to music. I enjoy art but I am not a good artist. I have learned how to shade pictures, to mix calcimine and to combine colors.

My Citizenship

I am not an excellent citizen because I talk. I am not always talking but now and then my tongue runs away. I have not been off the honor roll yet and am trying to stay there. I do a couple of things for my school. I time the children every morning in games and self-testing. I help in the lavatory on rainy days. I am a much better citizen this term than I was last term and I am happier.

Teacher's Comment

This boy has made marked improvement these ten weeks. Especially commendable is his work in reading. His reports have come in regularly and have never been presented in a perfunctory manner. English and spelling are going to demand persistent effort in order to secure improvement in oral and written expression. He has shown great interest in all manual activities. Helpful and willing, he is a worthy member

of his school. He has proved to be dependable and conscientious. His sportsmanship has improved and he has every reason to be proud of his progress.

Parent's Comment

Gordon's account of his work is most interesting and somewhat amusing. May I take this means of thanking you for your kindly interest and patience with him. Your encouragement and good opinion of him has been vastly helpful to him. I rather like this new means of report.

Here is still another form of home report:

The Thirteen Colonies

We have studied the thirteen colonies. I have liked it because it has taught me new things to think about all my life. We are lucky to live in lovely homes furnished so well and to have jobs and be able to earn a living. In some colonial houses there were stumps for chairs and no tables. In the olden days their houses were built of logs and they made their own furniture. They did not always have good stoves and nice beds. This study has aroused much sympathy for the people who settled this country. They fought for this country, they starved for this country, they died for this country, so now let's take care of it.

Arithmetic

I am poor in arithmetic but try hard to manage to get along. I am improving in my tables. Because I am weak in my tables, long division is hard for me. (Several other school subjects were here reported on briefly.)

Citizenship

I take good care of myself, at least I try to do my best. I have never been sent off the ground for poor sportsmanship. I always consider that other pupils have as much right to have fun as I have. I always obey the captain and obey the school laws. Always do!

Writing

My writing is fairly good if I try and if I have a good pen.

Teacher's Comment

Dear Parents: I like the attitude Martha has taken toward her social studies. She does her own thinking and draws her own conclusions. She is a very earnest child and can be trusted anywhere. Her growth has been very interesting to watch.

Parents' Comment

It has been a fine term for us. We have seen co-operation and progress brought out in our child. This new kind of report on social work is good and should help the children to do better.

The following report made by a sixth-grade child with an intelligence quotient of 135, illustrates both the virtues and defects of the highly personal home report.

I. Statement of Work

Since we finished studying Prehistoric Life (which I already told you about) we have studied France and Germany. I contributed to the unit on France by giving a report on France during the World War and by drawing a map showing where cities, mountains, and rivers are located. During the free reading period I read "Robin and Jean" by Virginia Olcott (the journeys of two children across France), and "Behind the Battlement" by Linnell (stories of different periods in France). I have learned about the cities, mountains, and rivers of Germany. We have just begun the "Nibelungen Lied" in our audience reading. It is a good deal like the Iliad and is the story of Siegfried, a mythical youth.

I consider myself a good reader because I read quite plainly, do not strain my voice, and do not stumble over words because of my bit above average vocabulary. My oral English is good because I keep my poise when standing before the class and always say "were" instead of "was" when "were" should be

used. Spelling is one of my favorite subjects. I can truthfully say that I have never missed a word since I have been in my present room. I'm quite a good writer according to the writing chart. I am quite good in arithmetic. Art is one of my favorite recreations. I am in the special art class. In music I sing the third part (alto). My favorite songs are "Starlight," "Street Band," "Clouds," "The Robin," and "The Road to Happiness." I am now learning "A Song of Sherwood," by Alfred Noyes.

II. Personal Responsibility

I believe I am a good citizen because I never think the almost good, good enough. I am always managing to brush up on an almost perfect line of hundreds in percentage. I pay attention when assignments are made and never raise my hand after the assignment is made and say, "I wasn't listening; will you please say it again." I also try not to run for I might bump into a person and cause him serious injury. I always pick up the papers on the ground, help to clean up the school and try not to strew paper towels in the basement. Also, after the bell has rung, I try not to mingle my chatter with the chatter of the others.

Teacher's Comment

Dorothy's grade standing is excellent. She has represented her room on the Safety Council, and in every way possible, has been helpful to her class and to her school. She has spent much extra time in composition.

Parent's Comment

I like this kind of report because I think it gives each child a chance to express himself.

The casual reader of the above report cannot fail to be impressed by a certain self-satisfaction which may become ~~the~~

unwholesome influence in the evolution of the child's character. One indignant parent wrote on this danger as follows:

I'm sorry but I think this utterly asinine. What tiny spark of smugness will this system fail to fan to a flame? And is there anything worse than self-satisfied ten-year-olds? Can you not see the minds of your children turning and twisting in an endeavor to say something the teacher will like?

The principal concerned reports as follows:

The results were very satisfactory. They represent the work of children after class discussion in which children and teacher took part. The writing of the reports was uncensored, each child being allowed to express himself freely in his own language. The work was organized under the following headings which were listed on the board:

1. Social Studies
2. Reading
3. English
4. Arithmetic
5. Appreciations — art, music, literature, etc.
6. Physical Education
7. Special Activities

The girls' reports are better organized, more fully written, neater, and a little more smug than the reports of the boys. The latter do not express themselves so well but show more initiative and a greater willingness to admit faults.

Many reports smack of smugness but this is due possibly to a desire to be really honest as much as to a complacent attitude. The classes represented have desirable social habits and very few of the children are behavior problems. Nevertheless, too great self-satisfaction is deadly and this problem needs further study. The response from the parents was most encouraging. Out of one hundred and thirty reports sent home, all but eighteen returned with comments. Ninety-six of the families were in favor of this form of report, sixteen families preferred the old type.

For the sake of the principal who is at a loss to know how to

address the parents of his school in inaugurating this type of home report, the following may prove helpful:

NOTE TO PARENTS

This report is designed to help our children measure honestly their effort, their success in reaching the goals they have set for themselves and the degree of co-operation with their fellow pupils in carrying on purposeful activities.

We hope that this report will result in a more effective partnership between children, teachers, and parents, in discovering ways to live better. We hope through this report to help our children achieve better mental health, to form habits of success rather than of failure, to avoid comparisons with other children, to learn how to face difficulties frankly, to correct present mistakes and avoid future mistakes.

Your encouragement and co-operation are needed. Please feel free to visit the school at any time.

The reader may be interested in more reactions from parents; here are three favorable and three adverse comments:

1. My husband and I have taken a great interest in Beverly's card and consider your present system quite unique. We hear little at home beside Beverly's school, her classmates, her teacher and especially Beverly's hobby, dogs. We think your attitude toward Beverly has been a material and constructive aid in helping her find herself.

2. Stanley's report made me very happy. Stanley is a "good citizen" at home too. I know he is weak in arithmetic. I have some test and drill material here for him to work on. I would suggest less outside reading for Stanley for a while and more drill in arithmetic fundamentals and reasoning problems together with some form of self-checking. Maybe you have other children who need this work and who could be formed into a Better Arithmetic Club or drill team.

3. Chris and I have faith in each other. He has a profound sincere attitude toward life and is deeply puzzled over complexities. He wants to know why? why? He is faithful to his friends and is easily aroused over any injustice. He has a nice spiritual quality. He loves small children and worships any size or type of dog. He is quick-tempered and likes to fight and tease. I want him to have nicer manners; he forgets easily but really tries. He likes music but thinks it "sissy" to admit it. He is careless about his appear-

ance which annoys me, and his shirttail is making a nagger out of me! Like his teacher, I wish he would strive for self-control as his actions are a reflection on his mother and on his home life.

The following adverse comments indicate quite clearly that many parents cherish wrong standards of judgment. Parents, who pay children fifty cents for each "A" on the report card, have not yet vanished from the American Scene!

4. It is my opinion that competition is conducive to children expending more effort to better their grades and I believe the present method will eradicate all competitive feeling. Having the child comment on his work is beneficial but I think it should be used merely as a supplement to a definite grading system.

5. No doubt this report has taken a great deal of thought and time which I feel would have been spent to better advantage in explaining arithmetic.

6. I believe that a parent is entitled to know the standing of a child in each subject. It is essential for me to know the child's weak and strong points so that I may help to shape his future course. The old report card was an objective in each child's life. It was something to work for. His good work was rewarded by good marks. If we, the adults, were to be stripped of the high aims and objectives of life, I am sure it would be a very dull world.

Another form of informal school report which often finds its way home, is the type which arises in the attempt of children to evaluate their success in maintaining a successful group life. A principal who presides over a No-Failure school of the type described in Chapter II, submitted two questions to the children in her older groups — "Why are you in this group?" and "To what type of group would you like to belong?" Several answers are reproduced below. It should be observed that many of the children are Japanese who are struggling with the intricacies of the English language.

I am fitted in the room for the work I do and the work that suits me. Some works are not so fitted in understanding and some works are right for me. I was going to another room to be fitted but they let me stay in my own room.

I like people who are kind and having a sense of humor. I like people who do not work by themselves but help others out. I do

not want to stay with people who cannot be trusted when the teacher is out (of the room). I like people who stick to their jobs and finish things.

The people I like to work with are persons who are friendship makers, honest, clean of speech, soul, body, and clothes. There is a certain person in Group XI with me that I like because she is an honorable person, truthful, has self-control and is clean of everything.

I am not smart or good but I always want to help people who are in trouble. Our group is a very well-educated group for they do not get mad or cross at you. I like to have a trustworthy friend but I hate to have a cross, mad and quick temper friend for he will never be a successful man when he grows up.

Some children think and read and respond more in a group which they are too high for. These children must be sent to a higher group which fits them. If in some of the higher groups the girls and boys do not know and get as much as the other people, then they must be sent to a lower group in which they are more at ease. There are some who just sit and do not respond. They must be stirred and try to add something to the class.

I like to be with older children who co-operate in studies, games, and works. When I am in a lower group, I get the habit of bossing people and I think bossing other people is a bad habit when you are not playing or working.

In my group, although there are not many children of my age, they think the same way I do. There is a girl in my room six months younger than I but she has older ideas than me. That's why we are groups.

The modern point of view, regarding home reports, is stated admirably in the following paragraphs taken from an excellent article by Mrs. Claire Zyve "Recording the Changing Life of the School."¹

The home report has in many schools been supplanted by individual conferences or by infrequent descriptive reports. When used, it serves as a means by which the child can interpret his activities to his parents. Today, the variation in the materials and procedures of the school, the recognition of differences in individual learning rates, and the emphasis on development of social

¹ *Progressive Education*, December, 1936.

attitudes and understandings has completely changed types of reports. The effect of any home report on the child is the point of importance, as compared with a former emphasis on his percentage rating in comparison with a perfect score. Today the school sees the home report as a systematically recurring factor serving either to build up or disintegrate his sense of security.

As the school of today views the situation, a home report if used at all, serves to increase a sense of security in the child. It becomes a means of strengthening the positive relationship between parents and child. No longer does the school report force the child into a defense of his school record and activities.

To conclude this chapter, we present a home report made by a primary teacher and her children in a progressive elementary school. It illustrates Mrs. Zyve's point, "a means by which the child can interpret his activities to his parents."

The "Mary" referred to is Miss Mary A. Sullivan.

DAYTON HEIGHTS SCHOOL

Group 4

Our principal - Mr Lacy

Our teacher - Mary

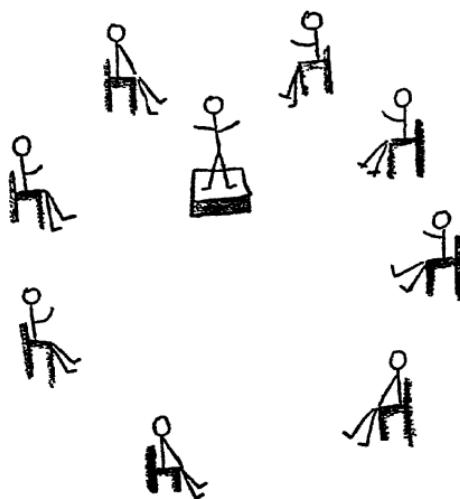
Dear Mother and Daddy:

This is a picture book of my
day at school.

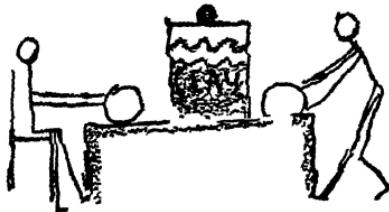
MORNING CONFERENCE

Room news

Plans for day



BUSY HOUR



Clay Modeling



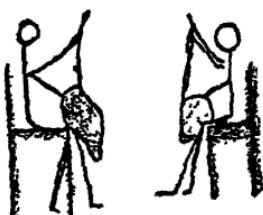
Painting with calcimine



Out door Sketching



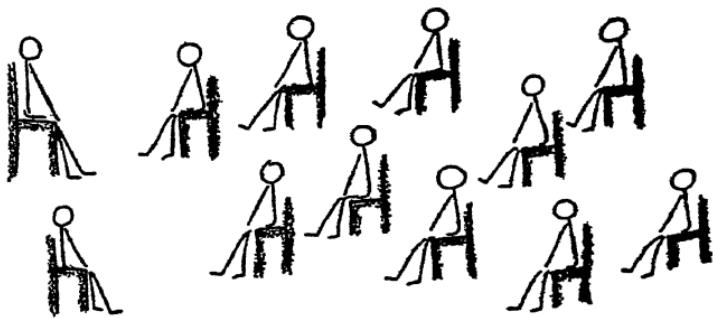
Drawing pictures



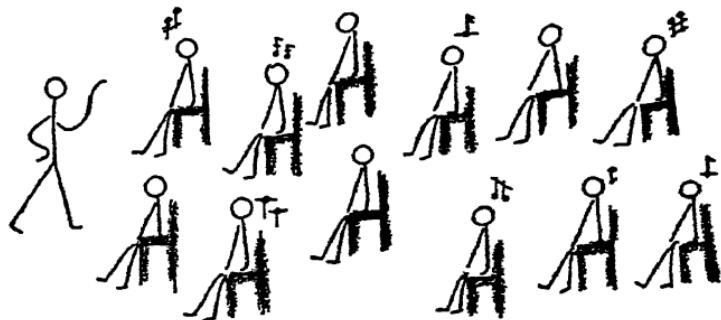
Sewing



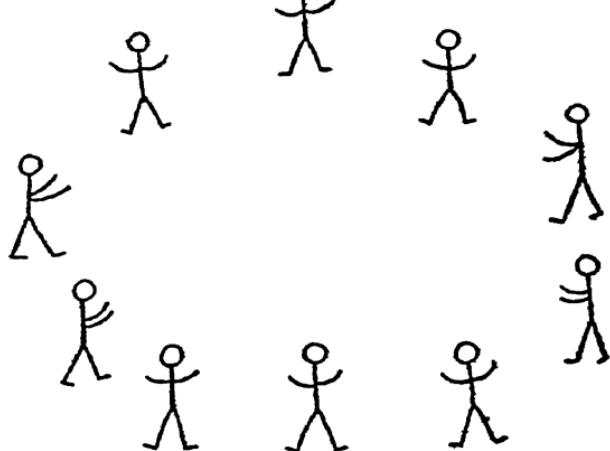
Arranging flowers



STORY HOUR

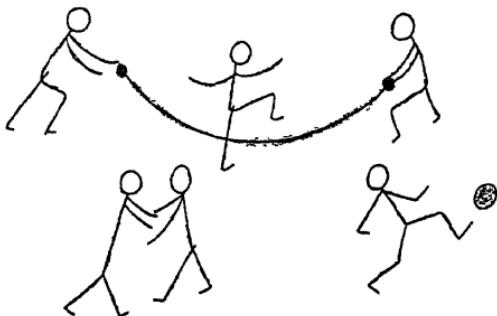


SINGING TIME



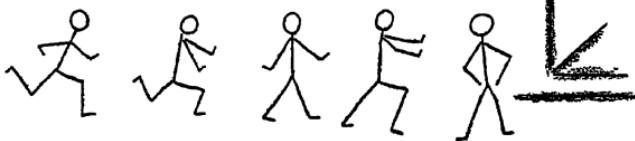
Games and rhythms in Auditorium

Playing Outdoors



Good Bye Time

"Our work is done
It's time to say
Good bye until another day
As home we run with
tripping feet
We'll look before we cross
the street."





Supervision

Are we organized as a military unit or as a co-operative group?

FOR many years our public schools have been organized on a military line-and-staff basis. The superintendent of schools is the general in command, deputy superintendents are colonels, assistant superintendents are majors, principals are lieutenants, vice-principals and head teachers are top-sergeants and corporals. Below all this weight of authority are the common soldiers, the teachers, who are expected to take orders and obey them without question. In addition to this line-and-staff organization most school systems employ another variety of lieutenants called "supervisors" whose function it is to inspect the troops at intervals and see that backs are straight, belts polished, and shoes shined. School executives and supervisors will not relish this description but the classroom teacher knows only too well that it is true.

In many school systems supervisors have administrative authority equal to or superior to that of the principal and can rate teachers and even secure their transfer or dismissal. Such supervisors are cordially hated by many teachers and feared by all. When such a supervisor visits a school she usually leaves death and destruction in her path. Often the supervisor comes into direct conflict with the principal and in certain systems is powerful enough to secure the principal's demotion or transfer. Much has been said in recent years about the need for making supervision "democratic," "co-operative," and even "crea-

tive" but much of this is "merely sound and fury signifying nothing."

A group of supervisors and directors of instruction organized at present into a "Department of Supervisors and Directors of Instruction of the National Education Association" has done sound work in attempting to bring about a better conception of the real meaning and purpose of supervision. The essence of their theory is the rather startling idea that the supervisor is the agent of the classroom teacher — a trained, intelligent, helpful man or woman who does for the teacher what the teacher does not have time to do for herself. The teacher is dissatisfied with her method of teaching reading — the supervisor is invited in to study the situation and prescribe a workable method. The teacher is poorly supplied with teaching materials — the supervisor secures books, visual aids, and equipment which make better teaching possible. The teacher wishes to analyze pupil-behavior scientifically and systematically — the supervisor is invited to suggest desirable techniques. The teacher is dissatisfied with the curriculum which does not seem adjusted to the needs and interests of her pupils — the supervisor is called upon to suggest adaptations and she may even go so far as to construct, with the teacher's assistance, an entirely new curriculum.

It is common knowledge that such a conception of supervision is not prevalent in our American schools. In the *Sixth Yearbook*¹ of the Department of Supervisors a careful analysis was made of the conflicts which prevail in American school systems over supervisory problems. The nature of these conflicts is described in the following summary taken from the *Yearbook* (pages 32-36). It will be observed that these conflicts center around six questions: (1) Who is the boss? (2) Who should construct the curriculum? (3) Are teachers soldiers, factory workers or reasonable human beings? (4) What is a modern philosophy of education? (5) What are the best

¹ *Sixth Yearbook, Effective Instructional Leadership*, Bureau of Publications, Columbia University, 1933.

methods of teaching? (6) How sacred is this business we call promotion?

I. Channels of Authority.

1. Differences between the beliefs of the superintendent and
 - (a) the general supervisor
 - (b) the special supervisors
 - (c) the principals
2. Differences between the general supervisor and special supervisors.
3. Differences between the supervisors and the principals.

In practically every case the differences arose over the question — "Who shall have the right to work directly with the teacher?" In general the conflicts arose because the principals believed all contacts should be made through them, while superintendent and supervisors reserved the right to deal with the teachers at first hand.

II. Responsibility for Curriculum Making.

In general the conflicts arose over the wish of school executives on the one hand to dictate the curriculum and the wishes of the teachers on the other. Many teachers felt that they had no part in constructing the curriculum which they were required to use.

III. Amount of Freedom Permitted.

Here as in the preceding section, school executives held that a particular method of teaching should be followed religiously while the teachers reserved the right to adapt the method to their particular needs.

IV. Objectives in Education.

Conflicts here arose over two diametrically opposed philosophies of education — the Formal School *vs.* the Child-Centered School. In many cases a progressive superintendent faced reactionary and conventional principals and teachers. In others progressive teachers and supervisors were handicapped by reactionary executives.

V. Method of Instruction.

Here conflicts arose over the respective merits of one "pet" method as opposed to another. The special supervisors — music and art — seem to have been the worst offenders.

VI. Standards of Promotion.

Conflicts arose over the time-honored problem — "Shall we hold rigidly to standards or let everyone go on from grade to grade?" Obviously the crux of the matter was the definition of the term "standards" — should they be fixed and immutable or flexible?

The discussion closes with this illuminating comment, "Conflicts existing within different school systems are frequent enough and of such varied and sundry kinds that careful planning for the elimination of them and their harmful effects should be considered if integration of subject matter and personality is to be realized."

What is the solution? Is not the first step the acceptance of certain principles of supervision which are in accord with a modern philosophy of education? A brief and very tentative outline of a modern supervisory creed is given in the following statements.

1. The pupil-teacher relationship is the most important factor in any school system. Administrative organization, business administration, financial support, building program and maintenance — all these exist *only* to make the pupil-teacher relationship as effective and as successful as possible.

2. Therefore, any administrative and supervisory program devised must contribute directly to the pupil-teacher relationship. In so far as such a program hinders the growth of children it is undesirable and should be modified.

3. In order to avoid conflicts of authority it should be assumed that authority and responsibility proceed directly from superintendent and assistant superintendent to the school principal and from him to his teachers.

4. The supervisory organization is most effective when

considered primarily as a *service* organization working directly with the school principal in accordance with general policies laid down by the superintendent.

5. In view of the acceptance of the supervisory corps as a service organization it will be obvious that supervisors will not be given administrative authority. They will not rate teachers; assign, transfer or dismiss them; they will not rate or recommend the disposition of principals or other supervisors.

6. From the positive side the primary duty of the supervisory corps will be to help teachers set up and maintain a classroom environment which makes possible the maximum growth both of children and teachers. Included under this head are the three major responsibilities of (1) setting up objectives and aims based upon a modern philosophy of education (2) constructing and improving the curriculum and (3) determining the best methods of instruction.

7. In large cities the co-ordination of the principal-teacher relationship on the one hand and the supervisory corps on the other should be assigned to an assistant superintendent especially fitted to execute that office with diplomacy. In smaller systems this co-ordination may be left to the superintendent himself. The *Sixth Yearbook* indicates the guiding principles which make co-ordination effective (page 98).

How may we secure that co-operation which makes for effectiveness in action and yet preserves variation in thinking and practice? How may we safeguard individuality, insure intellectual integrity, provide new ideas for reconstructing our beliefs, plans, and procedures, and yet maintain that degree of harmony necessary to group living and group work?

The answer here would seem to lie in the widespread adoption of the democratic spirit and the scientific attitude broadly conceived. These two terms are purposely joined. At base they are one, for democracy implies "fair dealing with all peoples concerned," while the scientific attitude means "fair dealing with all the pertinent facts."

The Principal Speaks

In this matter of supervision it seems to me that the first step is to accept my faculty as cheerfully as possible, bearing in mind that some are excellent, some are good, and some are mediocre teachers. The law of individual differences applies as much to teachers as it does to pupils and I must make up my mind to be patient and understanding in handling these personal problems. It is very easy for the principal to surround himself with his personal friends and to eliminate the undesirables by the simple process of "freezing them out."

The second step is to convince my teachers that I respect them — their teaching ability, their motives, their intelligence, their sincere desire to be of maximum help to their pupils. If one of my teachers is lacking in some of those qualities which I believe to be desirable, the very fact that I assume the presence of the desired quality often leads the teacher to mend her ways.

The third step is to help each teacher reach a philosophy of education which is in line with modern thought and which is meaningful to her. I can do this by lecturing her — which is a poor way — or by developing with her help the kind of school called for by our philosophy.

The fourth step is to lead my teachers to believe that this enterprise of realizing a modern, progressive school will be as truly a co-operative affair as I can make it, not a single step will be taken in the upbuilding of our school that is not accomplished in conference with my faculty. I will encourage my teachers to express themselves freely without fear of criticism or reprisal and I will do all I can to build self-respect into my teachers.

The fifth step is to develop a working agreement with the supervisory corps that will yield the greatest results with the least friction. This agreement will be based upon the following provisions:

1. Supervisors will be free to visit our school at any time

either on their own volition, on my invitation, or upon the invitation of a teacher.

2. I will expect the supervisor, when she visits, to call upon me first, explain her program of visitation in our school, the problems she expects to meet, and her tentative plan of campaign.

3. I will receive her cordially. I will make her feel welcome. I will take a friendly and intelligent interest in her plans. I will make her feel that I am a partner with her in any effort she makes to help my teachers.

4. I will look in on her often throughout her visit so that I may keep in close touch with her. I will want to sit in with her conferences with the teachers.

5. I will expect her to see me before she leaves in order to get her reactions, to hear her plans for our improvement, and to lend my aid in furthering those plans. I will wish her to leave feeling that my teachers and I are her friends, that we are grateful for her interest and help, and that we are more than willing to do our share.

6. The supervisor and I will agree that administrative problems will be left to me to settle. If a new teacher shows resentment toward the supervisor, if the teacher fails to co-operate, if she lacks control of her class — all these are problems between principal and teacher and not between supervisor and teacher.

Work-Group Conference Suggestions

It is the belief of the author of this book that once the supervisor is regarded as a member of the school family, willing and able to assist in the adventure of helping children grow, most supervisory problems disappear. A good deal of the current educational literature on supervision is worthless as it summarizes attempts to keep alive a dying misconception of the supervisor as a superior being several notches higher in the educational scheme than the mere classroom teacher.

The work-study conference group will find the following brief references helpful.

1. The "Statement of Principles of Supervision" found in the *Third Yearbook* of the Department of Supervisors and Directors of Instruction of the National Education Association, *Current Problems of Supervisors* (N.E.A., 1930).
2. Chapters IV and V, "Current Solutions for Problems of Instructional Leadership," "Effective Organization," in the *Sixth Yearbook, Effective Instructional Leadership* (N.E.A., 1933).
3. Chapter VIII, "Supervisors' Relation to Improvement of Materials of Instruction," in the *Eighth Yearbook, Materials of Instruction* (N.E.A., 1935).
4. Chapter IV, "Supervisory Problems Involved in the Development of the Program"; Chapter VI, "Other Practical Procedures in Solving Supervisory Problems," in the *Ninth Yearbook, The Development of a Modern Program in English* (N.E.A., 1936).



Assets and Liabilities

Twenty questions on progressive education and their answers.

THE informal school program as outlined in the preceding chapters has been the target for bitter attacks by opponents who believe neither in its philosophy nor its practice. (1) Some opposition has been directed from interested parties who believe the new school is too expensive a luxury and will raise the tax rate. (2) Some has come from teachers who believe that the informal school program will make them work harder and lengthen their working hours. (3) Some has come from the natural inertia which affects the teaching profession in the face of new ideas. (4) Some has come from traditional conventional persons who sincerely believe that much of the nation's present social unrest can be laid directly to the new education. It may be well for the peace of mind of people interested in progressive education to examine the twenty charges most commonly made against the new school and determine if they are true or false. The statements coming from these various sources are stated below with appropriate comments.

1. *The new education is not necessarily new. Good teachers have been "progressive" teachers since schools first began.*

This is undoubtedly true. Pestalozzi, for example, would be classed as a truly progressive elementary teacher were he alive today. The only new things about progressive education are its organization or synthesis of educational principles into

a systematic philosophy of education under the leadership of John Dewey and W. H. Kilpatrick and the improvement of its practice by intelligent teachers.

2. *The new education insists on "complete freedom" on the part of the child with anarchy as the inevitable result.*

This is true in part. Many extreme progressives have insisted on "complete freedom" and bedlam has resulted. More sensible progressives believe that children are children and that teachers are teachers and that teachers should be held responsible for the guidance of their charges. Society rightly holds that the primary aim of the elementary school should be the development of good social habits and that good order and control are essential prerequisites to the development of character. A. Gordon Melvin has stated the position of the sensible progressive educator as follows:

In the first place, in spite of careless statements sometimes made it (the progressive school) is not a place where children do whatever they like. Children may be given great freedom of choice as to the time and manner in which they shall learn certain things, and some degree of choice, the amount of which varies with different schools and different teachers, as to what they shall learn in certain fields of activity. But there is no school in the land where a child with destructive tendencies is allowed to develop them nor any in which in the course of their elementary school life children are not expected to learn to read, to spell, and to add. And there is never likely to be any such school.

In the second place, it is not a school in which there is no discipline. Grown-ups who are used to lock-step schools sometimes gain the impression that because children are moving about, talking and active, they are therefore disorderly. It does sometimes happen that there is disorder in any school, but there is likely to be less in the new schools than in others. Nor is the discipline which the children undergo less rigid or less potent because it is self-imposed. In a school which is well conducted the children actually behave *themselves*. Furthermore, they willingly take up tasks which impose upon them the severest discipline.¹

¹ Melvin, A. Gordon, *The Technique of Progressive Teaching* (John Day), p. 15.

3. In the new school children play all day long.

Much depends upon the daily program of the school concerned. In good hands, the daily program controls the experiences of the children so that both work and representative play find a proper balance. The daily program found on pages 64-66 of this book, for example, calls for a great deal of hard, serious work.

Melvin has something to say in answer to this charge:

Nor is the new school a school which is all play. It is true, especially for the small children, that there is a great deal of play, and there is some play for large and small. But for children play is often one of the best means of learning. In the properly organized school there are many other activities in addition to play activities. What play goes on exists not because of any idea of sugar-coating the learning process but because of its real educational value. The justification of play is not that it is pleasant but, that, under certain circumstances it is the best and most natural way of learning.²

4. In the new school the children learn nothing.

In the well-organized progressive school the daily program, the curriculum, and an adequate testing program ensure those learnings which society rightly holds to be necessary for young Americans. If there are schools in which the children learn nothing, the fault is with the responsible heads of the schools and not with the philosophy and practice of progressive education. An excellent statement of the right attitude toward this matter of measurable results will be found in Tippett, *Curriculum Making in an Elementary School* (Ginn and Company) in the chapter entitled "Outcomes in Skills, Information, Habits and Attitudes." Another excellent reference is Chapter 14 in Ilse Forest's *The School for the Child From Two to Eight* (Ginn and Company), "Tests and Measurements in the Lower School."

5. Units of work afford many delightful experiences for the children but no connection is made with factual knowledge.

This is undoubtedly true in many instances. It is due in

² Melvin, A. Gordon, *op. cit.*, p. 15.

part to (1) selecting units which have little factual content, (2) to lack of skill in teaching during the life of the unit, (3) to the teacher's failure to provide a definite skill-and-drill period in her daily program, and (4) an effective method of testing her outcomes.

6. *Units of work afford many delightful experiences but these are remote from the world in which the child lives before and after school hours.*

This is also a fair charge against many progressive school procedures. Our children know far too much about Egypt and Rome and far too little about the Tennessee Valley Authority. In this connection the reader is referred to the statement on a Functional Curriculum in Chapter VI of this book, and to the discussion on the importance of the environment in Chapter VIII.

7. *Subjects — especially reading, writing, and arithmetic — are not taught as such in progressive schools.*

This is true in many schools. The cure is to install a sensible daily program in which subjects are properly recognized. The reader is referred to the quotation from Carleton Washburne, on pages 83-84, in Chapter VI.

8. *There is no truth in the statement that "children learn by doing."*

This is undoubtedly true if the child is not helped by the teacher to analyze what he does and find better ways of doing the same thing. This is what John Dewey means by the "reconstruction" of experience. The antithesis of the reconstruction of experience is doing the same old thing in the same old way, endlessly and thoughtlessly.

9. *Children are bored with freedom and like to be told what to do.*

It is true that children are bored with the wrong kind of freedom which allows of no direction or control on the part of

the teacher. On the other hand, children enjoy a freedom which exists within definite and understood limits. It is also true that children enjoy specific direction at times and a good daily program will allow many opportunities for working under intelligent direction. Teachers should be on their guard about allowing children to waste time and effort finding certain things out for themselves on certain occasions when a word from the teacher would resolve the difficulty. Children often complain that the teacher "won't tell me what I want to know," on the incorrect assumption that a child "should never be told."

10. The informal school program lays too heavy a burden on the teacher in requiring her to do things for which she is not prepared.

This is often true in middle and upper grades where the teacher is supposed to be an expert craftsman, a competent gardener, a professional scientist, an accomplished musician, and a creative artist. The obvious remedy is to include on the school faculty teachers who have the special abilities necessary to meet the situation. There is a distressing tendency in some schools to make the teacher jack-of-all-trades. On the other hand, every teacher can grow in grace at least part way as an explorer in special fields, and she will be just as "progressive" as her abilities warrant.

11. Units of work requiring constructive activities take up unnecessarily large amounts of floor space.

This is altogether too true. Principals who wish to impress visitors often insist that teachers have big and splashy wigwams, igloos, and medieval castles in their classrooms, or be classed as old-fashioned and unprogressive. If a given unit demands representative work, and the children enjoy it, the use of floor space is justified but there are many instances where classrooms have been "messed up" and "cluttered" (to use the language of the opposition) without any valid educational reason.

12. *A "messed-up" classroom lays too heavy a burden on the janitor.*

Schools exist for the children and not for the convenience and comfort of the janitor.

13. *An informal program is workable and desirable with twenty children but is impossible with forty children.*

In her excellent book, *The Activities Curriculum in the Primary Grades*, Marion Stevens lists ten criteria for evaluating a unit of work. One criterion is "Is it practicable under working conditions?" Now it is obvious that one kind of informal program is possible where a teacher has twenty pupils and an altogether different and greatly limited program is possible with double the number. The best the teacher with forty children can do is to work as gradually toward an informal program as her situation and "working conditions" permit. It is cruel to expect her to accomplish what her more fortunate colleague can do with fewer children. But at least she can make a modest start.

14. *Children in the informal school must not be told to obey. They must always be reasoned with.*

A ship putting to sea on this social basis would sink in the harbor. We want the children to become reasonable human beings but the "public welfare" demands implicit and unquestioning obedience within certain definite limits.

15. *Children in the progressive schools have become lawless through the abandonment of corporal punishment.*

In general, corporal punishment is the cheap and easy way out of a disciplinary problem. There are better ways of dealing with a growing child and they should be used. Once in a great while, however, and with certain children, and under certain unique circumstances the imposition of the teacher's hand upon that part of the child's anatomy which the Lord has so thoughtfully provided for the purpose, may save the day.

16. *In the informal school the teacher has nothing definite to do; she must wait upon the ephemeral interests and whims of the children.*

The teacher in the informal school has a far more responsible job than the teacher in the conventional school whose work is usually meticulously outlined for her. The progressive school teacher is largely "on her own," she is responsible for the growth of her pupils in all directions in which growth is possible. She has outcomes in mind which can be reached only by definite, systematic planning. Rugg sums it up well in a very short sentence: "The need for expert guidance is very great."¹

17. *The selection of units in a progressive school is a haphazard affair. There is little or no sequence or continuity or purpose in the selection. As a result children do not reach desirable goals. Their thinking becomes vague and fuzzy. There is much unnecessary duplication.*

This is the weakest spot in the progressive school program. Rugg comments as follows:

The curriculum of the really revolutionary new schools is a mosaic of relatively isolated units. In none of these schools has the staff, working as a team, designed a really integrated program of work. In none have the teachers visualized the program of the entire school in constructing the program for any one year. Our study is convincing that the curriculum for each grade or class has grown up from unit to unit without adequate design, almost without recognition of the learning that has taken place in preceding years or units. Certainly there has been no clear definition of the end point of education in post-adolescent years or of the successive stages that the pupils still have to pass to reach that goal.

Therefore, in spite of the prevalence in separate units of work of a wealth of dynamic activity the programs of these schools are lopsided.²

Here is a field of research in which much needs to be done. Rugg is right — the selection of units today in progressive

¹ From Rugg-Shumaker, *The Child-Centered School*, p. 109. Copyright, 1928, by World Book Company, Yonkers-on-Hudson, New York.

² Rugg, Harold, and Shumaker, Ann, *op. cit.*, p. 113.

schools is largely haphazard, the program is "lopsided." The remedy is to be found in some such plan as was outlined in a previous chapter under the heading "The Functional Approach to Curriculum Making."

18. *Progressive schools who advocate cut-and-dried units of work planned in advance are violating the rights of children.*

The opponents of progressive education do not always play fair. Criticism 18 is the direct antithesis of Criticism 17 and the poor progressive tears his hair and cries that the opposition is always blaming you no matter *what* you do! As a matter of fact both criticisms are valid. It is equally deadly to plan too much as it is to plan too little. Rugg gets out of the dilemma very neatly:

Do not mistake our criticism. We do not propose to determine in advance the details of the specific units of work. We do propose, however, to have a large array of units, analyzed in advance for their ideation possibilities, their concept-developing power; to determine what relationships of cause and effect may reasonably be expected to appear from participation in them. To the present time these analyses have not been made by the advocates of child-centered education or by the proponents of the scientific concepts and generalizations. The latter, however, are awake to the need of evaluation and analysis and are now proposing that this process should be applied to the units of work of the child-centered schools.¹

19. *Children like routine. The progressive school abhors routine and so defrauds the child.*

The school that disregards the value of routine in establishing behavior-patterns is a pretty poor school. Dr. Guy Whipple has summed up the situation in this regard so delightfully that additional comment would be painting the lily!

It is asserted that in the traditional classroom the child is brow-beaten by an imposed regimen. Material that he has not selected is set before him; he is commanded to learn it willy-nilly; he is saddened and repressed; his spirit is broken; his interest destroyed. In extreme instances something of this sort may occur. But it is

¹ Rugg, Harold, and Shumaker, Ann, *op. cit.*, p. 126.

certainly not sound psychology to say that children dislike regimen, system, drill and directions imposed from without. . . . Perhaps I was a little moron, but one of the most persistent and most pleasantly toned recollections of my boyhood is the recall of the comforting sense of security, of freedom from annoying responsibility that surrounded me in the school room. I enjoyed being told where to sit, what book to study next, what pages to read, what problems to do and how to do them. I find it impossible to detect any serious damage done to my personality in that old Massachusetts grammar school. Certainly no one has ever accused me as an adult of being an easy-going conformist, and if I am a disintegrated personality, I don't know it, so why worry? ¹

20. *The "whole child" beloved by the progressives is a myth. The real child is a bundle of discrete and often conflicting personalities.*

This is a case where both parties are right and both are wrong. Children can grow in many ways — we know at least four major types of growth — intellectual, physical, emotional, and social — and that these growths do not usually occur in the same proportion and at the same time. It is the very fact of uneven "growths" in a child that sets up strains and stresses and gives the impression of half-a-dozen children rolled into one body. As the child grows older, he will under favorable conditions harmonize his rates of growth more successfully and the net result will be what the progressives call an "integrated personality." Human nature being what it is, however, no personality will ever become integrated one hundred per cent. Even the best of us will go "haywire" at times.

¹ *Progressive Education*, October, 1934, p. 342.

A Selected Reading List

NO ATTEMPT has been made to compile a complete bibliography. The criterion kept in mind in selecting these titles has been "What books do I wish to keep on my book shelves for continual reference?"

I. THE CURRICULUM IN GENERAL

1. Caswell, Hollis L., and Campbell, Doak S. *Curriculum Development* (American Book Co., 1935).
2. Norton, John K., and Norton, Margaret A. *Foundations of Curriculum Building* (Ginn & Co., 1936).

These are the two indispensable references. The first deals with theory and practice, the second with sources of the curriculum.

3. *The Changing Curriculum, Tenth Yearbook*, Department of Supervisors, N. E. A. (Appleton-Century Co., 1937).
4. Oberholtzer, E. E. *An Integrated Curriculum in Practice* (Bureau of Publications, Teachers College, Columbia University, 1937).

II. THE PHILOSOPHIC BACKGROUND OF THE PROGRESSIVE SCHOOL

1. Dewey, John. *School and Society* (University of Chicago Press, 1900).
2. Dewey, John. *Democracy and Education* (Macmillan, 1933).
3. Kilpatrick, W. H. *Education for a Changing Civilization* (Macmillan, 1926).
4. Rugg, Harold, and Shumaker, Ann. *The Child-Centered School* (World Book Co., 1928).
5. Cobb, Stanwood. *The New Leaven* (John Day, 1928).
6. Rugg, Harold. *American Life and the School Curriculum* (Ginn & Co., 1936).

7. Merriam, Junius L. *Child Life and the Curriculum* (World Book Co., 1921).
8. Melvin, A. Gordon. *The Technique of Progressive Teaching* (John Day, 1932).
9. McGaughy, J. R. *An Evaluation of the Elementary School* (Bobbs-Merrill Co., 1937).
10. Hopkins, L. Thomas. *Integration — Its Meaning and Application* (Appleton-Century Co., 1937).
11. Tiegs, Ernest W. *The Management of Learning in the Elementary Schools* (Longmans, Green & Co., 1937).
12. Milligan, Nancy Gertrude. *Relationship of the Professed Philosophy to the Suggested Educational Experiences* (Bureau of Publications, Teachers College, Columbia University, 1937).
13. Adams, Fay. *The Initiation of an Activity Program into a Public School* (Bureau of Publications, Teachers College, Columbia University, 1934).

III. THE LOWER SCHOOL

1. Forest, Ilse. *The School for the Child from Two to Eight* (Ginn & Co., 1935).

This is the first book in our national educational literature to recognize the existence of unified educational procedure in dealing with little children. It is wise, witty, and exceedingly helpful. The classroom teacher will find it an invaluable companion in the day's work.

2. Johnson, Harriet. *Children in the Nursery School* (John Day, 1928).

3. Foster, Josephine C., and Headley, Neith E. *Education in the Kindergarten* (Appleton-Century Co., 1935).

While we prefer not to emphasize the arbitrary label of "kindergarten" this book is an excellent description of modern educational procedure with four-, five-, and six-year-old children. Hence it will appeal to all teachers in the Lower School.

4. Reed, Mary M., and Wright, Lula E. *The Beginnings of the Social Sciences* (Scribner's, 1932).

5. Stevens, Marion P. *The Activities Curriculum in the Primary Grades* (D. C. Heath, 1931).

6. California Curriculum Commission. *Teachers' Guide to Child Development* (State Department of Education, California, 1930).

7. Storm, Grace. *The Social Studies in the Primary Grades* (Lyons and Carnahan, 1931).

8. Clouser, Lucy W., and Millikan, Chloe E. *Kindergarten-Primary Activities Based on Community Life* (Macmillan, 1929).
9. Hill, Patty Smith, and others. *A Conduct Curriculum for the Kindergarten and First Grade* (Scribner's, 1923).
10. Andrus, Ruth, and others. *Curriculum Guides* (Reynal and Hitchcock, 1936).
The best recent book on the curriculum in the Lower School.
11. Kallen, Miriam. *A Primary Teacher Steps Out* (Lothrop, Lee and Shepard, 1936).

IV. UNITS OF WORK

1. Wright, Lula E. *A First Grade at Work*. (For a non-reading first grade.)
2. Hughes, Avah W. *Carrying the Mail*. (For a second grade.)
3. Keelor, Katherine L., and Sweet, Mayme. *Indian Life and the Dutch Colonial Settlement*. (For a third grade.)
4. Eakright, Jessie B., and Young, Bess M. *Adventuring With Toys*. (For a fourth grade.)
5. Leining, Edna B. *Millions of Years in a Winter*. (For a fourth grade.)
6. Baxter, Tompsie, and Young, Bess M. *Ships and Navigation*. (For a fifth grade.)
7. Barnes, Emily Ann, and Young, Bess M. *Children and Architecture*. (For a sixth grade.)

All seven of these books appear in the *Lincoln School Curriculum Studies* and are published by the Bureau of Publications, Teachers College, Columbia University.

8. Tippett, James S., and others. *Curriculum Making in an Elementary School* (Ginn & Co., 1927).
9. Tippett, James S., and others. *Schools for a Growing Democracy* (Ginn & Co., 1936).
10. Porter, Martha P. *The Teacher in the New School* (World Book Co., 1930).

These are also Lincoln School books. The entire set of ten books should be on the shelves of every person interested in progressive education. They are literally indispensable.

11. Waddell, Charles, and Seeds, Corinne. *Major Units in the Social Studies* (John Day, 1928).

This contains three complete units, *A Study of Chinese Life*, Grade 4; *A Study of Colonial Life*, Grade 5; *A Study of Aeronautics*, Grade 6. Each is considered under four heads: the Producer's Enterprise, where the purpose of the learner is to express an idea in

some concrete way; the Consumer's Enterprise, where the purpose is to enjoy an esthetic experience; the Problem-Solving Enterprise, where the learner seeks to solve some intellectual difficulty, and the Specific Learning Enterprise, where the learner sets about to acquire certain fixed habits, skills, and ideas.

12. California Curriculum Commission. *Teachers' Guide to Child Development in the Intermediate Grades* (State Department of Education, California, 1936).
13. Clouser, Lucy W., Robinson, Wilma J., and Neely, Dena L. *Educative Experiences Through Activity Units* (Lyons and Carnahan, 1932).
14. Adams, Fay. *The Initiation of An Activity Program into a Public School* (Bureau of Publications, Teachers College, Columbia University, 1934).
15. Mead, Cyrus, and Orth, Fred. *The Transitional Public School* (Macmillan, 1934).
16. Melvin, A. Gordon. *The Activity Program* (John Day, 1936).

V. BUILDING SCHOOLS FOR LIVING

The primary purpose of the following books is to show how to secure the "good life" for children and teachers.

1. McCready, Agnes B., and Nichols, Ruth A. *A Day at School* (E. P. Dutton, 1936).
2. Zyve, Claire T., and others. *Willingly to School* (Round Table Press, 1934).
3. Pratt, Caroline, and Stanton, Jessie. *Before Books* (Adelphi Co., 1926).
4. Pratt, Caroline, and Stott, Leila. *Eight-Year-Old Merchants* (Greenberg, 1928).
5. Stott, Leila. *Adventuring With the Twelve-Year-Olds* (Greenberg, 1927).
6. Lewis, Mary H. *An Adventure With Children* (Macmillan, 1929).
7. Gustin, Margaret, and Hayes, Margaret L. *Activities in the Public School* (University of North Carolina Press, 1934).
8. Bain, Winifred E. *Parents Look at Modern Education* (Appleton-Century Co., 1935).
9. Hockett, John A., and Jacobsen, E. W. *Modern Practices in the Elementary School* (Ginn & Co., 1938).
10. Garrison, Charlotte G., Sheehy, Emma Dickson and Dalgliesh, Alice. *The Horace Mann Kindergarten for Five-Year-Old Children* (Bureau of Publications, Teachers College, Columbia University, 1937).

VI. READING READINESS

1. Harrison, M. Lucille. *Reading Readiness* (Houghton Mifflin Co., 1936).
2. Kerfoot, J. B. *How to Read* (Houghton Mifflin Co., 1916).

VII. THE FINE ARTS IN THE PROGRESSIVE SCHOOL

Hartman, Gertrude, and Shumaker, Ann (Editors). *Creative Expression* (published for the Progressive Education Association by John Day, 1932).

This beautifully illustrated book deals with "The Development of Children in Art, Music, Literature, and Dramatics." It is the indispensable book in this field.

VIII. THE PRACTICAL ARTS

Bonser, Frederick, and Mossman, Lois C. *Industrial Arts for Elementary Schools* (Macmillan, 1928).

IX. SCIENCE

1. The National Society for the Study of Education. *A Program for Teaching Science, Thirty-first Yearbook, Part I* (Public School Publishing Co., 1932).
2. Croxton, W. C. *Science in the Elementary School* (McGraw-Hill, 1937).

Index

- Activity, defined, 80
Activity program, defined, 78
Adams, *The Initiation of an Activity Program into a Public School*, quoted, 7
Adjustment, as learning, 3
Adventure, in Later Childhood curriculum, 63
Allison, Gertrude M., contrib., 103 n.
Andrus, *Curriculum Guides*, cited, 67, 136
Apperception, law of, for teacher, 44
Arithmetic, social need, 13; in Early Childhood curriculum, 59; in Later Childhood program, 66
Arnold, Matthew, cited, 158; essay on *Joubert*, quoted, 4
Association for Childhood Education, cited, 77
Bain, *Parents Look at Modern Education*, cited, 163
Ball, "An Evolutionary Report Card," cited, 164
Barnes and Young, "Children and Architecture," cited, 95 n.; 99; *School Architecture*, cited, 116
Baxter and Young, *Ships and Navigation*, cited, 99; 116
Behavior patterns, habitual adaptation, 3; object of the curriculum, 5
Bishop, Ethelyn, and associates, contrib., 118 n.
Borrow, Lavengro, quoted, 68
California Curriculum Commission, *A Teacher's Guide to Child Development*, cited, 17
Caswell and Campbell, *Curriculum Development*, cited, 67; quoted, 93
Center of interest, relation to unit of work, 81; in Science, 90; inventory of, 125
Child, needs in education, 11; understanding the, 30; teacher's check list for, 38; interest fields, 63; should determine curriculum, 80; inventory of interests, 125; parent-teacher responsibility for, 157; needs obedience, 194; whims rule progressive school? 195; likes routine, 196; "whole-child" a myth? 197
Child centered school, *see* Progressive school
Childhood Education, cited, 77
Chronological age, range in homogeneous grouping, 20
Chronological grade placement, classification by, 23
Classroom, check list for, 35; "messed up" burdens janitor? 194
Clouser and Millikan, *Kindergarten-Primary Activities Based on Community Life*, quoted, 86
Clouser, Robinson and Neely, *Educative Experiences Through Activity Units*, cited, 87
Construction, in daily program, 61
Conventional School, lacks freedom and challenge, 5; differences from Progressive, 8; emphasizes subject matter, 48; assigns reading to first grade, 70; fosters parent-teacher disharmony, 156; military organization of, 181
Co-ordinating council, 162
Corporal punishment, 194
Creative expression, in Early Childhood program, 61; in Later Childhood curriculum, 64; in daily program, 65; not on unit basis, 90; in dramatic play, 105
Curriculum, not subject matter, 5; as areas of experience, 13; in Progressive school, 49; grade-groups, 50; for Early Childhood, 50; for Later Childhood, 62; responsibility for making, 183; *see also* Experience Curriculum, Social Function Curriculum

- Daily program, teacher's, 14; for homogeneous group, 21; in nursery school, 51; in kindergarten, 53; pre-reading first-grade, 54; first grade, 56; not rigid, 60; for Later Childhood, 64; must allow time for play, 109; for No-failure school, 137, must balance play and work, 191
- Democratic living, in classroom, 8
- Department of Superintendence, *Fourteenth Yearbook: The Social Studies Curriculum*, quoted, 64; cited, 99
- Department of Supervisors, *Third Yearbook: Current Problems of Supervisors*, cited, 188
- Sixth Yearbook: Effective Instructional Leadership*, cited, 182, 188; quoted, 185
- Eighth Yearbook: Materials of Instruction*, cited, 136, 188
- Ninth Yearbook: The Development of a Modern Program in English*, cited, 188
- Tenth Yearbook: The Changing Curriculum*, cited, 66; quoted, 98
- Dewey, John, cited, 2, 190, 192; *Democracy and Education*, cited, 17
- Dramatic play, in daily program, 60; justification for, 103; contrast with dramatization, 104; educative values of, 105; teacher's part in, 108; essential conditions for, 109; relation to content, 111; necessary organization, 112; misuses of, 114; causes of failure, 115; standards for, 116
- Eakright and Young, *Adventuring With Toys*, cited, 98, 117
- Early Adolescence, a curriculum stage, 50
- Early Childhood, curriculum, 13; a curriculum stage, 50; nursery school daily program, 51; kindergarten daily program, 53; pre-reading first grade daily program, 54; first grade daily program, 56; second grade daily program, 59; and units of work, 86; kindergarten — first-grade continuous, 128; social habits for, 132
- Emotional "drives," factor in education, 4
- Environment, factor in education, 2; school plant as, 5; conditions behavior, 11; should be attractive, 35; inventories of, 120 ff.
- Experience, factor in education, 2; child's need for, 11; essential in reading readiness, 72; basis of unit work, 81
- Experience curriculum, and activity program, 78; defined, 80; not confined to units of work, 83; example of, 137; possible with small groups only? 194
- Failure, a teacher's view, 18; a principal's view, 19; eliminated, 22; *see also* No-failure school
- Fathers' councils, in home-school relations, 160
- Federal Nursery School, 51
- Fifth grade, units of work for, 92; *see also* Later Childhood
- First grade, co-operation with Kindergarten, 119; *see also* Early Childhood
- Forest, *The School for the Child from Two to Eight*, cited, 50, 67, 87, 135, 191; quoted, 52
- Formal school, *see* Conventional school
- Foster and Headley, *Education in the Kindergarten*, cited, 67, 86
- Fourth grade, units of work for, 91; *see also* Later Childhood
- Free experience periods, description, 56; too long, 191
- Free expression, in Later Childhood curriculum, 64; in daily program, 65; not on unit basis, 90
- Freedom, school should provide, 5; of teaching, 183; results in anarchy? 190; bores children? 192; violated by units of work? 195
- Garrison, Sheehy and Dalglish, *The Horace Mann Kindergarten for Five-Year-Old Children*, cited, 67
- Growth, factor in education, 2; aim of education, 4; kinds of, 11
- Guidance, as an educational aim, 5
- Gustin and Hayes, *Activities in the Public Schools*, cited, 87, 99, 100

- Hanna, Anderson and Gray, *David's Friends at School*, cited, 96
- Harap, Henry, *see* Department of Supervisors, *Tenth Yearbook*
- Harrison, *Reading Readiness*, cited, 77
- Hart, *A Social Interpretation of Education*, 17
- Hartman and Shumaker, *Creative Expression*, cited, 117
- Hatfield, *An Experience Curriculum in English*, cited, 61
- Hill, *A Conduct Curriculum for the Kindergarten and First Grade*, cited, 67, 87
- Home report, objectives for, 164; objections to conventional, 165; examples of, 165 *ff.*
- Home-School relations, antipathies, 154; misconception of educational function, 156; joint responsibilities, 157; meetings to aid, 159; devices to foster, 160; home-reports, 173
- Homogeneous grouping, by social maturity, 19, teacher responsible for, 20; daily program for, 21; results after a year's trial, 23; results 4 months later, 25; teacher's opinion of, 28
- Hughes, *Carrying the Mail, A Second Grade Experience*, quoted, 59, 88; cited, 117
- Intelligence, defined, 3; school should challenge, 5
- Intelligence grade-placement, classification by, 23; for reading, 75
- Intelligence quotient, range in homogeneous grouping, 23
- Keelor and Sweet, *Indian Life and the Dutch Colonial Settlement*, cited, 59, 88
- Keliher, "Mary Browne, Teacher," quoted, 8
- Kerfoot, *How to Read*, cited, 77
- Kilpatrick, W. H., cited, 190
- Kindergarten, *see* Early Childhood
- Kindergarten-First grade articulation, suggestions for, 128; examples of, 130
- Language arts, in Early Childhood program, 60; in Later Childhood program, 65; not on unit basis, 90; in home-report, 167
- Later Childhood, a curriculum stage, 50; curriculum building for, 62; daily program, 64, 89; units of work in, 89
- Learning, through experience, 3; laws of, 44; progressive school lacks? 191; "learn by doing?" 192
- Leining, *Millions of Years in a Winter*, cited, 99
- Lewis, *An Adventure With Children*, cited, 86
- Lower School, curriculum, 14; units of work in, 86; science units for, 100; *see also* Early Childhood
- Machines, in Later Childhood curriculum, 63
- Materials, should be accessible, 38; need for inventory, 127
- McNary, Dorothy Johns, *contrib.*, 137 *n.*
- Measurement, of progress, 22, 31
- Melvin, *The Activity Program*, cited, 88, 99; *The Technique of Progressive Teaching*, cited, 17, 80, 88, 138; quoted, 190, 191
- Mississippi, social function curriculum, 97
- Mossman, *Teaching and Learning in the Elementary School*, cited, 66
- National Society for the Study of Education, *Thirty-first Yearbook: A Program for Teaching Science*, cited, 65, 99
- Nature study, in Early Childhood program, 61; in Later Childhood curriculum, 63; in daily program, 65; taught in units of work, 90
- Nida, *Our Country Past and Present*, cited, 92
- Nock, *The Theory of Education in the United States*, cited, 17
- No-failure school, "promote everybody?" 27; description, 137; home-reports, 174
- Nursery school, *see* Early Childhood
- Nursery school clinic, in home-school relations, 161
- Pantomime and dramatic play, 114
- Parent-Teachers Association, con-

- ventional, 155; should meet informally, 159
- Pennell and Cusack, *The Teaching of Reading for Better Living*, quoted, 72
- People, in Later Childhood curriculum, 63
- Philosophy of Education, importance, 1; in Virginia Course of Study, 7; must be functional, 11
- Play, *see* Free experience, Free expression
- Practical arts, in Later Childhood curriculum, 64; in daily program, 65; not on unit basis, 90
- Principal, and home-school relations, 154, 158; and home-reports, 172; on supervision, 186
- Progressive education, underlying philosophy, 2; and the curriculum, 13; and units of work, 14; dramatic play in, 103; continuity of experience, 118; twenty charges against, 189 *ff.*
- Progressive school, grade-grouping in, 19; promotion eliminated, 22; reading in, 75; primary purpose, 157; opposition to, 189
- Progressive *vs.* Conventional school, in purpose, 8; plant, 9; curriculum, 9; subject emphasis, 9; daily program, 10; method, 10; attitude, 11; in reading progress, 76; in home-reports, 165; summary of opposites, 189 *ff.*
- Promotion, a teacher's view, 18; a principal's view, 19; eliminated, 22; not desirable aim, 128; standards of, 184
- Reading, social need, 15; place in curriculum, 21; reading grade-placement, 24; not assigned to a grade, 54; is not word-recognition, 71
- Reading readiness, importance, 70; teacher should not force, 71; essential factors, 72 *ff.*; intelligence grade-placement for, 75
- Reed and Wright, *The Beginnings of the Social Sciences*, cited, 88
- Report Cards, *see* Home Report
- Rugg, *American Life and the School Curriculum*, cited, 15; quoted, 84
- Rugg and Shumaker, *The Child-Centered School*, quoted, 195, 196
- Salisbury, Helen, *contrib.*, 52 *n.*
- Santa Barbara, California, social function curriculum, 97
- School entertainments, legitimate place, 161
- School for Eighteen to Eighty, a curriculum stage, 50
- School magazine, in home-school relations, 162
- School plant, as environment, 5; in progressive education, 9; should be attractive, 33; inventory of, 122
- Science, in Later Childhood curriculum, 63; in daily program, 65; taught in units of work, 89; suggested units of work, 99; experiences in environment, 124; science corner, 137
- Second grade, *see* Early Childhood Self-Activity, law of, for teacher, 44
- Shaw, Jeannette, *contrib.*, 29
- Sixth grade, units of work for, 92; *see also* Later Childhood
- Skill subjects, demanded by society, 13; in No-failure school, 29; in Early Childhood program, 61; in Later Childhood program, 66; not on unit basis, 90; not taught in progressive school? 192
- Social function curriculum, defined, 93; in social studies, 94; in three curricula, 97 *ff.*; in science, 99
- Social Habits, as educational outcomes, 13; primary end of education, 29; check list of, 32; helped by dramatic play, 106; should be continuous, 128; lists of for Lower school, 132 *ff.*; examples of building, 137 *ff.*; obedience, 194
- Social maturity, basis for grouping, 20
- Social Studies, in Later Childhood curriculum, 63; in daily program, 64; taught in units of work, 89; functional curriculum in, 94; in home-report, 166
- Society, educational demands of, 13; demands on education, 51, 62
- Spelling, social need, 13
- Stevens, *The Activities Curriculum in the Primary Grades*, cited, 194

- Storm, *The Social Studies in the Primary Grades*, cited, 116
Sullivan, Mary A., contrib., 176
Supervision, theory of, 182; analysis of conflicts, 182; principles of, 184; a principal's view, 186
Supervisor, too often conflicts, 181; ideals for, 182; no administrative authority, 185; principal's rules for, 186
- Teacher, practical aims for, 12; daily program, 14; responsible for homogeneous grouping, 19; check list of duties, 29; personal qualifications, 41; self-rating scale, 46; part in dramatic play, 108; responsibilities in unit work, 152; attitude toward parents: mistaken, 154, correct, 158; on home-reports, 167, 168; supervision of, 183; progressive education overburdens? 193; ruled by child's whims? 195
Textbook, units of work based on, 91; merits of, 92
Tippett, and others, *Curriculum Making in an Elementary School*, cited, 87, 99, 191; quoted, 56; *Schools for a Growing Democracy*, cited, 99, 100
Tools, in Later Childhood curriculum, 63
- Units of work, defined, 79; as "center of interest," 81; arise from experience, 81; not exclusive basis of daily program, 83; for lower school, 86; for upper school, 89; for grades 4, 5, 6, 91; for social studies, 94; for science, 99; outside social studies and science, 100; on "doll house," 138, 144; "store," 141; teacher's responsibility, 152; no connection with factual knowledge? 191; remote from actual world? 192; require too much floor space? 193; must be integrated, 195; not cut-and-dried, 196
Upper school, curriculum, 14; units of work in, 89; science units for, 100; *see also* Later Childhood
- Virginia, social functions curriculum, 97
Virginia Course of Study, quoted, 7, 96
Visual aids, should be ample, 38
- Washburne, "The Case for Subjects in the Curriculum," quoted, 83; cited, 192
Whipple, in *Progressive Education*, quoted, 196
Woelfel, *Moulders of the American Mind*, cited, 17
Wright, *A First Grade at Work*, quoted, 60; cited, 72; 88
Writing, social need, 13
- Zyve, "Recording the Changing Life of the School," quoted, 175

